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ABSTRACT

This study was an investigation of the socio-psychological or affective "side effects" of social issues instruction. Specific student behaviors and responses were measured and evaluated. First, student evaluations of teachers and classes (appreciation, perceived value, and logical benefits in critical thinking) were measured. Secondly, relationships between a selected group of demographic, attitudinal and perceptual characteristics (of the teacher, the class, the students-based on attitude and congruence theory), and, these measured evaluations were explored. Directional hypotheses were set only for testing the students and teachers views of: the offered topics (controversiality, pertinence), opinion expression, and teacher role and technique. The degree of congruence was established between individual students and teachers regarding attitude and perception. Finally, the theoretical relationship between congruence and student reactions to their classes and teachers were tested. The data for this study was based on the original probability sample described in volume 1. Findings indicated favorable student evaluation, but, perception was signigicantly influenced by the demographic, attitude, perceptual characteristics, and the degree of congruence. Teaching implications were given. A related report: SO 000016. (SE)

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STRUCTURE AND PROCESS OF INQUIRY INTO SOCIAL ISSUES IN SECONDARY SCHOOLS

BYRON G. MASSIALAS
DIRECTOR AND PRINCIPAL INVESTIGATOR
WITH
NANCY FREITAG SPRAGUE
AND
JO ANN CUTLER SWEENEY
ASSISTANT DIRECTORS
1970

VOLUME II

A STUDY OF TEACHER/STUDENT ATTITUDE-CONGRUENCE PATTERNS AND STUDENT EVALUATIONS OF CONTROVERSIAL SOCIAL-ISSUES CLASSES AND TEACHERS

BY
MARY A. SHEA SUGRUE

SO 000 017

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Byron G. Massialas
Director and Principal Investigator

With

Nancy Freitag Sprague

And

Jo Ann Cutler Sweeney

Assistant Directors

The University of Michigan
Ann Arbor, Michigan

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A STUDY OF TEACHER/STUDENT ATTITUDE-CONGRUENCE PATTERNS AND STUDENT EVALUATIONS OF CONTROVERSIAL SOCIAL-ISSUES CLASSES AND TEACHERS

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

The objectives of this study were based on the following considerations:

1. That there is at least a theoretical trend in the field toward the inclusion of social issues in the social studies curriculum which is being defended on viable grounds.
2. That investigation will be needed in many areas related to such instruction.
3. That one such area of needed investigation is that of the social-psychological "side effects" of issues instruction, since social-issues classes have characteristics unique from "traditional" classes, and since some reason for concern appears to exist regarding possible student "disaffect" as the result of issues instruction.

Background regarding these considerations will follow in the body of this chapter. The objectives of the study based on these considerations, and the formal hypotheses of the study will be stated at the end of the chapter.

The Trend Toward Social-Issues Instruction

This study is based on the assumption that there is a trend in the field of the social studies toward the inclusion of social issues in instruction, which is being defended on theoretically viable grounds.

For clarification, and to establish that this is a reasonable assumption, evidence will be provided on the following points: First, that there is such a trend; and second, some of the reasons offered for this trend.

That there is a theoretical trend can be evidenced by the body of literature in the field. Chesler's[1] review of recent articles in the social studies field journals, Social Education and the Social Studies, discovered numerous (if often conflicting) writings devoted to the topic of issues and values instruction. Smith and Cox[2] in their recent book reviewing trends in the field of social studies come to the following conclusion:

> The new interpretation (of) social studies is emerging...as the study of public and personal issues and problems. Entailed as the unique aspect of this study is the systematic development of value judgments and social and private decisions.[3]

In recent writings many social studies educators have concentrated portions of works or entire volumes to social-issues and values instruction. Engle, Hunt and Metcalf, Oliver and Shaver, Massialas, Cox, Smith, and others,[4] have devoted considerable effort toward advancing the trend toward adequate inclusion of social issues in instruction.

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[1] Mark Chesler, "Values and Controversy in Secondary Social Studies," in Social Studies in the United States, (eds.) C. Benjamin Cox and Byron G. Massialas, New York: Harcourt, Brace & World, 1967, pps. 270-288.

[2] Frederick R. Smith & C. Benjamin Cox, New Strategies and Curriculum in Social Studies, Chicago: Rand McNally & Company, 1969, p. 63.

[3] Ibid., p. 64

[4] Since general reference is made here to the collective works of these authors in whole and in part, it is suggested that the reader refer to the bibliography for the cited works of these authors.

As the Chesler[5] and Smith and Cox[6] reviews indicate, theoreticians may often disagree with regard to the desirable characteristics of social-issues instruction. The purposes and best procedures for such instruction are very much under debate. However, this debate is carried on within a general framework of agreement that such instruction must be provided; that the social studies can no longer afford to be purely "factual," descriptive, and narrative in character. It is this framework of agreement which is pertinent to establishing the first assumption of this study as reasonable.

A wide range of reasons are offered by theoreticians for the inclusion of social issues in social-studies instruction. A brief review could identify philosophical, psychological, heuristic, and social or cultural reasons among those most frequently offered.

Philosophically, it is argued that only such an approach deals honestly with the content of the social sciences: human behavior. As a subject of study, human behavior is almost infinitely complex. Even the behavioral processes of establishing "facts" of human behavior are fraught with alternatives, opinions, and value biases.[7] Much more so, attempts to understand, explain, interpret, or evaluate human behavior are matters in which plurality of opinions and biases occur.[8] Educators must make the choice between ignoring such differences, or selecting an instructional method which allows the rational exploration of such alternatives and differences to take place.[9]

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[5] Mark Chesler, "Values and Controversy in Secondary Social Studies," p. 274.

[6] Frederick R. Smith and C. Benjamin Cox, New Strategies and Curriculum in Social Studies, pps. 63-68.

Again in the philosophical realm, if one accepts the tentative or relative state of "truth,"[10] then it is not possible to justify the uncritical and unexamined transmission of a body of "facts and absolutes" as if there were no alternatives to or qualifications upon such statements.

Moving toward the psychological realm, but still in a philosophical context, arguments can be made for such instruction on the basis of "what is of value to know." It seems desirable to set objectives aimed at the higher levels of intellectual operation,[11] involving the development of concepts that are analyzed, qualified, synthesized, and generalized with a genuine respect for the logical and empirical limitations of the known. Subject matter and processes of instruction which allow for alternatives is seen as a contribution to attaining such objectives.[12]

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[7] Abraham Kaplan, The Conduct of Inquiry, San Francisco: Chandler Publishing Company, 1964, pps. 370-386.

[8] *Ibid.*, pps. 377-384.

[9] Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies, New York: Harper and Row, 1968, pps. 84-99. Also, Byron G. Massialas and C. Benjamin Cox, Inquiry in the Social Studies, New York: McGraw-Hill, 1966, pps. 89-109.

[10] Abraham Kaplan, The Conduct of Inquiry, pps. 34-124.

[11] Benjamin Bloom, *et al.*, Taxonomy of Educational Objectives Handbook I: Cognitive Domain, New York: David McKay Company, 1956.

In the area of learning psychology, it is felt by theoreticians that social issues and values inclusions are more consistent with the "cognitive growth"[13] or "field theories"[14] of instruction which are focused on the broader concept of learning described above. Such content also provides highly motivating and personally rewarding content for the process-centered methods of instruction which are emerging in education. In such theories of learning, "learning how to learn" is the primary objective.[15] This objective would include "learning how to decide" and "learning how to value" as sub-parts. Inclusion of the social issues in instruction provided the students with genuine and personally significant material upon which to focus while developing their skills in these areas.[16]

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[12] Byron G. Massialas and C. Benjamin Cox, Inquiry in Social Studies, New York: McGraw-Hill, 1966, pps. 236-276.

[13] Jerome Bruner, Toward a Theory of Instruction, Cambridge, Massachusetts: Harvard University Press, 1966.

[14] Hunt and Metcalf, Teaching High School Social Studies, pps. 22-24, or Smith and Cox, New Strategies and Curriculum in Social Studies, pps. 23-34.

[15] Smith and Cox, New Strategies and Curriculum in Social Studies, pps. 70-80.

[16] Massialas and Cox, Inquiry in the Social Studies, pps. 153-177.

In another area of psychological defenses for social-issues instruction, suggestions are made that such instruction can contribute to the mental health and life adjustment potential of the students. Hunt and Metcalf[17] are of the opinion that less neurosis would occur if opportunities were provided for students to openly and rationally investigate personal and social problems in our "culture of contradictions."[18] In the process of learning to deal rationally with such problems and conflicts in the classroom setting, the students would develop skills that would serve them in life situations out of the classroom.

In terms of simple heuristics alone, an argument can be made for the inclusion of social issues in instruction.[19] Increasingly, there are too many "facts" in the social studies to use "facts" as organizing principles of the curriculum. New criteria for the selection between "facts" is needed. The social issues can serve as central-organizing, topical areas of concern well related to all the disciplinary areas covered by the social sciences. For this reason, they are suggested as an excellent heuristic criteria for the selection of curriculum content and experiences.

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[17] Hunt and Metcalf, Teaching High School Social Studies, pps. 28-33.

[18] Ibid., p. 29.

[19] Shirley H. Engle, "Decision Making: The Heart of Social Studies Instruction," in Byron G. Massialas and Andreas M. Kazamias (eds.), Crucial Issues in the Teaching of Social Studies, New Jersey: Prentice-Hall, 1964, pps. 28-35.

The most consistent argument offered, however, is made in terms of the social-cultural importance of social-issues instruction. A primary goal of the social studies is to prepare students to live as citizens in their society.[20] Ours is a changing, plural, democratic society. It is felt, therefore, to be psychological, logical, and social suicide to train students to accept unquestioningly a single "factual" viewpoint of man and society, or a "status quo" concept of the world in which he lives.[21] As Smith and Cox[22] suggest, the socio-cultural argument is perhaps the best reason for the inclusion of social issues in the social studies.

> Perhaps the most valid justification...would seem to lie in the nature of the world in which the student must live and the kind of role which he must play in order to survive in it.[23]

In numerous books and articles, philosophers, sociologists and educators comment on the cultural scene, chronicle the changes in society, and argue the kinds of commensurate changes needed in education.

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[20] See "A Guide to Content in the Social Studies" in Byron G. Massialas and Andreas M. Kazamias (eds.), Crucial Issues in the Teaching of Social Studies, New Jersey: Prentice-Hall, 1964, pps. 20-27.

[21] Hunt and Metcalf, Teaching High School Social Studies, pps. 33-35, 40-43.

[22] Smith and Cox, New Strategies and Curriculum in Social Studies, pps. 63-64.

[23] *Ibid.*, p. 64.

Massialas and Cox[24] and Hunt and Metcalf[25] outline many of the social conflicts, pressures, and "closed areas"[26] which exist in our society.

Reviewing the opinions of Coleman, Freidenberg, Riesman, Parsons, Keniston and others,[27] Full summarized in his recent book, Controversy in American Education, as follows:

> What has happened has been a revolution in human affairs...an extra-ordinary explosion of knowledge in just the past twenty years. This radical transformation of the world in which we live, with the resulting conflicts, tensions, and anxieties, leaves man with few opportunities to reflect on what is happening, where he is going. His responses are many and varied, informed and uninformed...Those who have anything to do with education in America today have a solemn responsibility to reflect on the revolutionary changes going on...28

As Allport comments in one of the accompanying articles:

> A preview of problems confronting our youth throws us educators into a state of self-scrutiny bordering sometimes on panic. Where

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[24] Massialas and Cox, Inquiry in the Social Studies, pps. 6-21.

[25] Hunt and Metcalf, Teaching High School Social Studies, pps. 307-499.

[26] *Ibid.*, pps. 26-28.

[27] Harold Full (ed.), Controversy in American Education, New York: Macmillan Company, 1967.

[28] *Ibid.*, p. 10.

> can youth find the equipment? Are they sound enough in mind and morale?[29]

Such writers, while noting the urgency to prepare youth for the future, realize that the schools can only assume part of the responsibility for this task and that the whole school, and _a fortiori_, any single subject area, can only do a limited part of the job.

Nonetheless, theoreticians, both within and without the field, recognize the unique relevance of such concerns for the social studies curriculum. The need becomes ever more obvious for a change in educational goals and priorities, for an emphasis to be placed on "human" education which prepares students for rational, democratic, participatory citizenship in an ever-changing society, and for education which allows each individual to find meaning, value, place, and voice in the modern world despite its increasing complexity. Social studies, by its very nature, is the curriculum area best suited to assume a large portion of the task of educating students for life in the contemporary world.

The Need for Investigation into Many Areas of Social-Issues Instruction

It must be noted that the trend we are discussing is, so far, primarily a theoretical one. Research into the response on the practical levels of social education indicates that as yet little move has been made in the direction of more adequate issues and values instruction. A review of curriculum offerings and current textbooks in use indicates that values and issues are inadequately treated.[30] Further, it appears that teachers continue to be hesitant to make regular inclusion of issues in the social studies. Evidence of this hesitancy was indicated by the still small number of such teachers that could be identified by the Michigan Social Issues Study. Only 26 social-issues teachers could be found in 155 randomly selected social-studies teachers from the state of Michigan.[31]

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[29] Gordon W. Allport, "Values and Our Youth," in Full, _Ibid_., p. 181.

As Allport notes, "it is the unusual school and the unusual teacher who even wish to transcend the current fashions and values...(furthermore) if they do not wish to follow the prevailing fashions, what standards should they follow?"[32]

While the values of the new approaches to social studies can be argued theoretically, these approaches, as yet relatively new, leave educators with many unanswered questions, methodologically, cognitively, and affectively.

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[30] Cox and Massialas (eds.), Social Studies in the United States, pps. 310-333.

[31] For the design and sampling procedures of the Michigan Project, see Appendix I of this paper.

[32] Allport, in Full, Controversy in American Education, p. 10.

Many teachers have been genuinely non-plussed with regard to what Smith and Cox call "the real or supposed lack of a reliable, systematic means by which choices can be made."

> "(These teachers) do not have at their command agreed-upon methods of treatment which they may call into play in the face of practical controversies. When the issue is one of fact...i.e., what is, it is relatively simple and relatively safe to investigate the matter by means of the rubrics and cannons of science...But if the issue is a practical one, i.e., involving a decision as to what ought to be--visions of disturbed students, upset parents, and aroused school administrations may prompt teachers to seek some convenient avoidance strategy."[33]

Effort has been made recently to try to solve the methodological problem of issues and values instruction. As the pressure increases for the adequate inclusion of social issues in the classroom curriculum, educators have applied themselves to the task of developing systematic models for the teaching of such topics.[34] These proposed models defend against indoctrination of a single value system while tending to warn against the attempt to maintain a forced and artificial neutrality in these areas. One of the best of such models favors a "partisan-confrontation" approach[35] as being the most rationally defensible method of handling values and issues discussions. This method is based on the belief that the students should become aware of and feel free to express and defend their honest attitudes and value and policy preferences. Moreover, this approach stresses that the nature of a democratic and plural society demands that the students become aware of and be capable of accepting the expression of and defense of the honest attitudes and value and policy preferences of others.

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[33] Smith and Cox, New Strategies and Curriculum in Social Studies, p. 69.

[34] For an excellent overview of such models, see Smith and Cox, Ibid., pps. 70-80

[35] Massialas and Cox, Inquiry in the Social Studies, pps. 157-177.

Hunt and Metcalf articulate a model for "Value Analysis and Value Clarification."[36] Another excellent model suggests that the "Jurisprudential Approach" be applied to values and social-issues instruction.[37] Many social-studies projects are currently in existence, working on theoretical aspects of new methods and developing models and materials for classroom use.[38]

However, as Hunt and Metcalf comment, with notable exceptions,many of these projects have been and are non-experimental.[39]

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[36] Hunt and Metcalf, Teaching High School Social Studies, pps. 120-143.

[37] Donald W. Oliver and James P. Shaver, Teaching Public Issues in the High School, Boston: Houghton Mifflin Company, 1966.

[38] For an overview of such projects, see Smith and Cox, New Strategies and Curriculum in Social Studies, pps. 113-152.

[39] Hunt and Metcalf, Teaching High School Social Studies, pps. 278-281.

"Projects have developed new materials...Little effort has been made to evaluate systematically the learning that results from teaching of the new materials...nor have the project directors laid claim to definitive answers to the persistent problems in curriculum and instruction."[40]

While research on the effectiveness of the "traditional" social studies would scarcely warrant any defense of its excellence,[41] the new is only theoretically better than the old until evidence demonstrates it to be better by empirical criteria. Proofs are needed that social-issues instruction is effective in terms of the claimed cognitive and affective benefits.[42] Until such proofs are offered in adequate number, the "old traditional" approaches will likely continue not only out of habit but also because of concerns regarding the effects of the new approaches.

One of the problems that presents itself in the path of acquiring some of the necessary proofs for the new approaches is the problem of measurement. The new approaches to social studies have set new objectives and define "learning" in a much broader and more complex sense than did the "traditional" approaches.[43] It is necessary, therefore, to develop methods of measurement adequate to test the achievement of many of these new cognitive and affective objectives.[44]

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[40] Ibid., p. 279

[41] For a review of such research, see John P. Lunstrum, "The Treatment of Controversial Social Issues in Social Studies Instruction," in New Challenges in the Social Studies, Byron G. Massialas and Frederick R. Smith (eds.), Belmont, California: Wadsworth, 1965, pps. 89-147.

[42] Some such proofs exist. See Lunstrum, Ibid., pps. 89-147.

The Michigan Social Issues Project, to which this paper is related, is an example of the kind of projects currently working to solve problems in the area of measurement. The development of a cognitive category system for the analysis of classroom dialogue (the major effort of the Michigan Project) will enable researchers to measure the effectiveness of new approaches. However, until many such measurement problems are solved, and until adequate measures are used to establish a broad base of evidence for the excellence of the "new social studies," the problem of needed research will continue to be a valid concern for educators.

It is the purpose of this study to investigate at least one of the areas in which research appears to be needed in order to provide teachers with evidence regarding the effects of social-issues instruction.

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[43] Smith and Cox, New Strategies and Curriculum in Social Studies, pps. 81-112.

[44] Ibid., pps. 81-112.

The Need for Investigation Into the Affective "Side-Effects" of Social-Issues Instruction

The process of clarifying and establishing this need will proceed as follows:

1. An explanation will be made of what is meant by affective "side-effects."
2. The relation between a variety of such affective "side-effects" and students' general evaluations of the teacher and class as summary affective measures will be explored.
3. The importance of student evaluations of the teacher and class will be established in terms of the educational consequences related to variance in such student affects.
4. Reasons will be offered for exploring the area of evaluations where the social-issues class is concerned.
    - (a) It will be established that the social-issues class has unique characteristics that might influence student evaluations of the teacher and the class.
    - (b) The relationship between some initial demographic and attitudinal characteristics of the teacher and/or student and the unique characteristics of the social-issues class will be explored in terms of possible evaluative effects.
    - (c) The relationship between congruence of teacher/student perceptions and attitudes will be explored in terms of possible evaluative effects.

1. Affective "Side-Effects"

"The affective realm" is a classification term which encompasses an individual's reactions toward an object or objects in the sense of feelings, values or orientations toward the object (such as appreciations, enthusiasms, likes, dislikes, interests, etc.).

Within the area of needed affective research one can consider that there are two broad "areas."[45] The first area would investigate the "affective" outcomes of social issues instruction in those areas of affect which could be considered educational objectives. Examples of affective outcomes, in this sense, would be: students' commitment to democratic principles, students' sense of social involvement, students' political sense of efficacy, the student possession of a value position regarding given social problems, and similar attitudes and values which would be intended goals of the instructional content and process. Investigation of affective outcomes in the second sense ("Side-effects") would encompass such student attitudes and values as: reactions of the student to the learning process itself; student attitudes toward and evaluations of the teacher, the class and class activities; student anxiety in the class; student identification with the class goal; and other such measures.

Both these affective "areas" are important, and both need investigation as related to and influenced by social-issues instruction. However, this study is concerned with affective reactions in the second ("side-effect") sense. The intent of this study is to investigate student reactions toward social-issues instruction itself (as it will be shown), since there would appear to be some good reasons for concern about the effects of social issues in this particular affective area.

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[45] No argument is herein intended that these "areas" are unrelated to each other. Quite the contrary, research indicates that they are likely to be related; that, in fact, insofar as the value system of a given individual is concerned, all affective elements may be interrelated. (For that matter, this study is based on the assumption that such relationships exist.) However, heuristically, it is possible to concentrate on one "area" independently of the other.

2. The Relationship Between A Variety of Such Affective "Side-Effects" and Students' Evaluations of the Teacher and Class as Summary Affective Measures

There are a variety of student affective reactions in this "side-effects" area, which could and should be measured. Student enthusiasm, given specific activities of the class, is a frequently studied and important investigation. Valuable studies are done in the area of student anxiety in the classroom in general or related to specific conditions of learning. Student evaluations can be measured regarding very specific aspects of instruction: particular teacher behaviors such as praise or criticism, particular interactions, particular patterns of discussion utilized, etc.

For this study, however, the position is taken that overall student evaluations of the teacher and class, while less specific, are efficient summary indicators of the student affective reactions to a given kind of instruction. The logical basis for this position may be explained as follows: If students are continually anxious in the class, if they are unenthusiastic about specific activities which are taking place, if they are continually under stress due to conflict of values and opinions; if, in fact, any major specific conditions are negative affectively, then it would not be expected that the students would return favorable general evaluations of the teacher or class. (General evaluations being responses to such statements as: "This is the best class I have ever had.").

Assuming, for the moment, that social-issues classes can be considered to have some unique characteristics in common (this assumption will be explored further on in this paper), then the general evaluations which students make of such social-issues classes could be considered an indicator of affective conditions at lower or more specific levels as well. If it was discovered that students' general evaluations were positive in a number of important areas, then it could be assumed that "all is well" at the specific levels. If student general evaluations were poor in a number of important areas, then it could be recommended that more intensive study be given to the specific causes of such disaffect.

3. The Importance of Students' Evaluative Reactions in Terms of Educational Consequences

Teachers would be rightly faulted if they made the solitary criterion for their classroom decisions a matter of "popularity," with no regard to other cognitive and affective objectives of instruction. However, given that the teacher does have other cognitive and affective objectives, then concerns regarding students' affective responses are valid.

Studies of formal groups have identified group maintenance and goal (or task) achievement as the primary concerns of the "group-leader."[46] In both of these areas of leadership concern it is important that the students are positively oriented toward the teacher and the class. In the area of group maintenance, disaffect is an indicator of conditions that can lead to disorganization, intermember stresses, disciplinary problems and other difficulties. Students need to have positive attitudes toward the class, its norms, its activities, and/or its leader if they are to operate cooperatively as group members.[47]

In terms of task achievement, student evaluations are important also. It has been shown by research that task achievement of any kind relates to positive feelings toward the group, its norms, its activities, and its leader. Educationally, evidence tends to indicate that ideas and opinions are better learned related to pleasant rather than unpleasant environments and associations.[48] When actively and enthusiastically committed to the group and the task, the learner learns better than if he is indifferent or antipathetical to the group and the task.[49] Therefore, it can be assumed that if social-issues teachers received poor evaluations there would be reason for concern with regard to the attainment of other intended cognitive and affective objectives of instruction.

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[46] Harold Proshansky and Bernard Seidenberg, Basic Studies in Social Psychology, New York: Holt, Rinehart & Winston, 1965, pps. 377-391.

[47] *Ibid.*, p. 381.

[48] Bernard Berelson and Gary A. Steiner, Human Behavior, New York: Harcourt, Brace & World, 1964, pps. 566-570, 181-182.

4a. Social-Issues Classes Have Characteristics That Might be Thought to Influence Evaluations

Social-issues classes may be considered to have some general, common characteristics despite the differences between them, and these common characteristics are of a sort that could be considered "affectively" difficult for all or some students. Two common general characteristics of the social-issues class are especially to be considered. The first characteristic is the fact that all these teachers spend significant amounts of time on subject matter which is "emotionally variable." Students most probably differ not only in their elaborated opinions regarding such topics, but even in the degree and reasons according to which they feel certain topics are "issues," to themselves and others.

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[49] *Ibid.*, p. 181.

On this first characteristic, research has shown that the more definite and the more ego-involved an individual is with regard to a controversial issue the greater will be the affective reaction and the lower the cognitive response of that individual to communications on that issue.[50] It is possible, then, that in classes where social issues are discussed regularly, some or all students may build patterns of ego-defense mechanisms which are essentially non-rational responses.[51] Among responses which may be used are re-evaluations of the task of communication and the communicators themselves as fair and unfair, prejudiced and unprejudiced, likeable or despicable, valuable or insignificant.[52] This problem which is one which involves principles of attitude and congruence theory will be elaborated upon further in the paper.

The second characteristic is the fact that these teachers by the very fact of social-issues inclusions deviate from the traditional model which is the expected teacher behavior. This departure from "expected" behavior can provoke anxieties in and of itself. Research is very mixed in this area. Studies of "democratic as opposed to authoritarian" teachers found that they were better evaluated and more successful in some cases, but rejected by students in other cases.[53] Studies do indicate that students have a high "role expectation" pattern where teachers are concerned.[54] Students are shown to be favorably disposed to the teacher being "the authority." Anxiety is reduced (although independence is also reduced) in strictly formal classroom settings.[55] Whether or not student anxieties lead them to devaluate social-issues classes because of their non-traditional character is a question that appears to be worth investigating.

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[50] Proshansky and Seidenberg, Basic Studies in Social Psychology, p. 107.

[51] Morten Fishbein, Readings in Attitude Theory and Measurement, New York: John Wiley & Sons, 1967, pps. 409-411.

[52] Proshansky and Seidenberg, Basic Studies in Social Psychology, pps. 106-108.

4b. Initial Teacher and Student Characteristics (Demographic and Attitudinal) Which,Given the Characteristics of the Social-Issues Class, Might Influence Evaluations

Research has shown that demographic characteristics are significantly related to most attitudes, opinions and responses of the individual.[56] Intelligence, social class, age, sex, race, education, and similar characteristics of the teachers and students may be expected, therefore, to have some influence on student evaluations of the social-issues teacher and the class as well. It would seem valuable to investigate the effects of certain of these characteristics.

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[53] *Ibid*., p. 388-389.

[54] Lee J. Chronbach, *Educational Psychology*, New York: Harcourt, Brace & World, 1963, pps. 511-515.

[55] *Ibid*., pps. 516-517.

[56] Berelson and Steiner, *Human Behavior*, pps. 557-584.

The area that seems particularly valuable to investigate, however, is the effects of individual differences in some of the social-issues-oriented perceptions and attitudes of the teacher and student. On the basis of attitude theory, certain perceptions and attitudes could be expected to relate to students' affective reactions toward the teacher and class. Six such perceptions or attitudes were investigated in relationship to the principles of attitude theory. These areas can be briefly explained as follows:

1. Controversiality

If (as according to attitude theory is the case) the controversiality of an issue to the individual increases the likelihood of non-rational ego-defense responses,[57] then it should be found that students who perceive (a) issues as more controversial, (b) a greater number of issues as controversial, (c) many such controversial issues as discussed, and (d) a greater percent of class time spent on the discussion of issues, would be more likely to use the defense mechanism of devaluating social-issues classes and teachers.

2. Objectionability

If a conflict in the individual's value system can be created by the simple fact of discussion of certain "taboo" issues or "objectionable" issues, in general[58] (as attitude theory states can be the case), and if stresses from this source move individuals to the studied non-rational responses, then it should be found that students who (a) consider issues to be objectionable, and (b) consider objectionable issues to have been discussed would be more likely to use the defense mechanism of devaluating social-issues teachers and classes.

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[57] Proshansky and Seidenberg, Basic Studies, p. 107.

3. Sanctions From Other Reference Groups

If cross pressures, due to concerns for disapproval from other reference groups, are the basis for stress where the discussion of issues is concerned,[59] and if the reaction to such stresses is non-rational, ego-defense of the kind studied (as attitude theory states can be the case), then it should be found that students who (a) perceive more issues as possibly sanctioned by reference groups, and (b) perceive more such sanctioned issues as discussed, would more likely devaluate social-issues teachers and classes.

4. Pertinence

If the individual's perception of the pertinence of the task of the group is related to his evaluations of the group and its leader[60] (as attitude theory states is the case), then it should be found that students who (a) perceive many issues as non-pertinent, and (b) perceive many non-pertinent issues as discussed would be more likely to devaluate social-issues teachers and classes.

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[58] Ibid., pps. 106-107.

[59] Berelson and Steiner, Human Behavior, pps. 580-584, 531.

5. Teacher Role

Attitude research is ambivalent on this point, but if the teacher's performance of the teacher role according to "expected role" behavior[61] is related to evaluations of the teacher and class, then it should be found that highly "traditional" students devaluate social-issues teachers and classes. Further, if this tendency toward "traditional expectations" is a powerful influence, then it should be found that all of the unique characteristics of the social-issues class relate negatively to evaluations (i.e., percent of time spent on issues, number of issues discussed, controversiality of issues, etc.). In terms of specific teacher behavior it should be found that students "expect" the teacher to maintain control over issues-discussions, and that teachers who do not do so will receive more devaluative responses than do those teachers who maintain controls.

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[60] Chronbach, Educational Psychology, pps. 525-528.

[61] Proshansky and Seidenberg, Basic Studies, pps. 383-491, and Chronbach, Educational Psychology, pps. 498-525.

6. Belief in Expression

Based on attitude research, it would appear that the attitude of the individual with regard to open discussion of issues will result in modifications of evaluation of the social-issues class as well.[62] The exact nature of this effect is difficult to say on the basis of research findings, however. It seems quite probable that the higher the individual's belief in open expression the better will be their evaluations of social-issues classes. It could also be assumed that students with low belief in expression should be more likely to devaluate social-issues classes; but this does not always appear to be simply the case in research.[63] (Devaluation might relate less to overall belief in expression than to the topics discussed and the viewpoints expressed, according to research. Apparently, one is capable of tolerating a good deal of "over-expression" if the ideas expressed are acceptable.)

4c. The Possible Relationship Between Congruence of Teacher and Student Attitudes and Evaluations of the Social-Issues Class

It seems highly probable, if congruence theory[64] is correctly applicable, that the degree to which the teacher and the student of a given class share perceptions and attitudes regarding "the content of issues" and issues instruction will affect the student's attitudes toward the teacher and the class.

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[62] N.L. Gage (ed.), Handbook of Research on Teaching, Chicago: A.E.R.A., 1963, pps. 425-435.

[63] Ibid., pps. 425-435.

[64] Fishbein, Attitudes Theory, pps. 437-443.

As Rokeach states:

> "Any taken-for-granted attitude or belief, however impersonal, has the property of generating affective reactions when its validity is challenged, if, for no other reason than that it raises questions about the person's ability to correctly appraise reality...The positive or negative affect associated with a belief or attitude is not necessarily directed toward the object of that belief or attitude. The affect may be directed toward other objects--individuals who agree with or oppose us with respect to the object--or it may arise from efforts to preserve the validity of the belief."[65]

In the classroom, as in society, teachers cannot ignore the possible operation of non-rational as well as rational processes where attitudes and beliefs are being discussed, especially if disagreement exists or argument or confrontation take place. For example, the desire for group acceptance affects both held and expressed beliefs of individuals. Within the group there are tendencies not only for the most rational; but also for the most verbal, active, influential, and committed to dominate those less positive in these areas. The desire to be on the "winning, popular, or majority" side is very great for expedient as well as ego-protective reasons. In reverse, it demands a strong ego and a powerful rational and emotional commitment to maintain oneself on the losing side of an issue. Positive orientation toward another, the authority position of another, and doubly the positive authority of another influences beliefs and values in other areas.[66]

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[65] Milton Rokeach, Beliefs, Attitudes, and Values, San Francisco: Jossey-Base, Inc., Publishers, 1968, p. 83.

The influential position of the teacher in the classroom makes it likely that his/her influence in beliefs and values is great.

To complicate the issue further, these processes of attitude-influence can operate even when a deliberate conscious effort is being made to maintain "objectivity."[67] Rokeach[68] observed that subjects moved toward attitude congruity in a group situation where little or no influence was exerted to maintain prior attitudes, even though no overt pressures existed to change attitudes. The more isolated the individual is, i.e., the less attitudinal allies he has available, the greater this move toward conformity. It has been evidenced that interpersonal liking and respect patterns and the functioning of group processes can be affected by non-congruence of attitudes and beliefs. As Rokeach states, "we tend to value people in proportion to the degree to which they exhibit beliefs, sub-systems, and systems of belief, congruent with our own."[69]

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[66] Ibid., p. 20.

[67] Harold Proshansky and Bernard Seidenberg, Basic Studies, pps. 104-109, (ad. libidum).

[68] Rokeach, Beliefs, Attitudes, and Values, p. 84.

This is particularly true in the case of the teacher, to the degree that the teacher fills the role of authority figure in the classroom.

As another of Rokeach's studies indicated:

> "A persuasive communication emanating from a positive authority figure can only be dealt with in one of two ways; either the suggestion is accepted...,or if it is unacceptable, the attitude toward the positive authority figure will undergo change."[70]

It seems likely, based upon such considerations, that teachers who regularly include controversial social issues in the classroom could be creating stresses for the students who are non-congruent with the teacher regarding the social issues and issues instruction. If this is the case, it might be concluded that teachers' concerns about upset and disaffected students (as mentioned by Smith and Cox[71]) may well be valid worries. In the social-psychological sense, the teacher would need to be concerned about creating her own group-maintenance problems or negatively affecting some of the students at the risk of goal achievement losses. At the very least it would seem necessary to suggest to teachers that they provide non-congruent students with supports of some sort, to modify such effects.

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[69] Ibid., p. 83.

[70] Ibid., p. 20.

It must be noted, however, that there is no certainty that devaluations will occur given non-congruence on attitudes and beliefs. There are two major sources of limitation to this theoretical relationship.

The first limitation is based on those studies which negate some major principles of congruence theory. It appears that a growing body of research indicates that the individual has considerable tolerance for non-congruity, and that, within those limits of tolerance, no stresses occur and no change is made as a result of attitude contradictions.

The second limitation is based on research into the number and kind of mechanisms which the individual may bring into play given that stresses do occur due to non-congruence of attitudes.[72] The simple task of listing of such mechanisms runs to several pages of small print, and researchers are busily adding to the list. There is, therefore, reason to doubt the validity of the simple dichotomous relationship posited by Rokeach: "congruence or devaluation," even where congruence with a positive authority figure is concerned.

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[71] Smith and Cox, New Strategies, pps. 69-70.

[72] *Ibid.*, pps. 437-443.

If such devaluative responses do not appear to occur given non-congruence of teacher/student attitudes in our social-issues classes, this will be a valuable finding for social-issues teachers and potential social-issues teachers. While they may still have concerns with regard to "upset," student disruptive classes, and similar problems of group maintenance and good achievement due to other causes, they will not need to continue to be concerned about such consequences occurring because of student reactions to teacher/student attitudinal differences regarding the issues and issues instruction itself.

Summary of Background

This background examined the assumption that there is a theoretical trend toward the inclusion of social issues in the social studies, and reviewed some of the reasons given for this trend. It is also established that teachers as yet remain hesitant to follow this trend in actual classroom instruction.

This paper takes the position that many teachers have been hesitant to make such social issues inclusions because of the lack of adequate instructional models and because of concerns regarding the cognitive and affective effectiveness of the new approaches to social studies. That progress has been made in the area of methodological models for issues and values instruction was indicated, but the lack of adequate evidence that these models achieve their intended cognitive and affective goals was established as a continuing problem.

That teachers need to be concerned regarding students' affective reactions was established by indicating the relationship between such affective responses and group maintenance and task achievement. It was also indicated how student evaluations of the teacher and class could be used as summary measures of affective reactions. This paper then examined some of the defensible reasons that teachers might have for concern in the area of evaluative responses. The social-issues class was shown to have some characteristics which might be considered affectively "difficult" for students. It was shown that particular characteristics of the given social-issues class, the teacher, and the individual student might relate to evaluative reactions. Six specific areas of concern were identified based on principles of attitude theory. Finally, it was shown that congruence between the teacher and student on perceptions and attitudes may affect evaluations, if congruence theory applies to the social-issues classroom.

Objectives of the Study

It can be argued on the basis of the considerations explored in the background of the study that:

1. There is reason to investigate students' overall evaluations of social-issues classes.
2. There is reason to investigate the effects of various demographic and attitudinal or perceptual characteristics on these evaluations.
3. There is reason to investigate the effects of teacher/student congruence of attitudes and perceptions on these evaluations.

Therefore, the following objectives were set for this study. The overall objective of this study was to investigate student responses to social-studies classes which could be characterized as "social-issues oriented" (i.e., a sample of classes in which the teachers identified themselves as devoting 25% or more of their instructional time to the consideration of "controversial social issues.")

More specifically, the objectives were:

1. To measure student evaluations of such "social-issues" teachers and classes on at least the following dimensions:
    (a) A general measure of affection toward or appreciation of such teachers and classes.
    (b) A general measure of perceived values of the classes in terms of task-at-hand.
    (c) A general measure of the perceived logical benefits of such classes in the area of critical thinking on the social issues.
2. To explore relationships between a selected group of demographic, attitudinal and perceptual characteristics (of the teacher, the class, and the students) and these measured evaluations.

Attitudinal and perceptual characteristics would be related to the six possible problems based on principles of attitude theory. Measures testing these theorized relationships would be of four kinds:

(a) The student's and teacher's views of offered topics as "issues" (such as were issues considered controversial, objectionable, sanctioned or pertinent, etc.).

(b) Student and teacher perceptions of what actually occurred in the classroom: the number of issues discussed, the teacher's stance in discussion, etc.

(c) The student's and teacher's attitudes toward issues instruction, in general (such as belief in student expression of opinions, etc.).

(d) Combined variables where several of the teacher's or student's impressions were collapsed into a single statistic (such as "issues that were perceived as objectionable, and also, as discussed").

3. To establish the degree of congruence between individual students and their teachers regarding the above described attitudes and perceptions.

4. To test the theoretical relationship between teacher/student congruence on such attitudes and perceptions and the student's reactions to (or evaluations of) their classes and teachers.

The educational pertinence of such a study was seen as being:

(a) To provide the teacher with evidence regarding overall student evaluations of teachers who make regular inclusion of social issues in instruction.

(b) To enable teachers to deal more effectively with social issues and/or with particular students by providing information regarding some initial teacher and student characteristics which might theoretically relate to unfavorable or favorable evaluations of social-issues teachers and classes.

(c) To provide some descriptive and exploratory evidence regarding the congruence of attitudes and perceptions between teachers and their own students.

(d) To explore whether such congruence influences the "success" of social-issues instruction insofar as student evaluations are concerned.

(e) To serve as a caveat if given attitudinal characteristics or attitudinal congruence appear to be seriously "disaffecting"students in social-issues classes; so that such teachers may take measures to alleviate such effects, or

(f) To remove some concerns in this area if it is discovered that students are not "disaffected," as the result of social-issues instruction.

Hypotheses of the Study

The general hypotheses for the study are as follows:

(a) That student evaluations of "social-issues" classes will vary within a general framework of positive or negative response.

(b) That some of the variance in evaluations will relate to given identifiable, demographic characteristics of the teacher, the class, and the individual student involved.

(c) That there will be variance in the measured attitudes and perceptions regarding the social issues and issues instruction.

(d) That some of the variance in evaluations will relate to the teacher's or the student's attitudes and perceptions regarding the social issues and issues instruction.

(e) That there will be variance within classes in the degree and direction of teacher/student congruence (non-congruence) on the measured social-issues perceptions and attitudes.

(f) That variance in the student's degree of congruence with his/her teacher on a given social-issues attitude or perception will influence that student's evaluation of the teacher and class more significantly than did the initial teacher or student position (or attitude) alone.

(g) That the direction of non-congruence will also prove significant in influencing the student's evaluations of the teacher and the class.

While a wider range of relationships will be tested, directional hypotheses will only be set for the following relationships, based on the principles of attitude and congruence theory:

Objectionability

1. The greater the number of issues the student perceives as objectionable the lower will be his/her evaluations of the teacher and class.
2. The greater the number of objectionable issues the student perceives as actually discussed, the lower will be his/her evaluations of the teacher and class.
3. The greater the congruence between teacher and student on the objectionability of issues the higher will be the evaluation of the teacher and class.
4. The greater the congruence between teacher and student on the actual discussion of objectionable issues the higher the evaluation will be of the teacher and class.
5. Where non-congruence occurs, the more "objectionable" is the perception of the student relative to the teacher the lower will be the evaluation of the teacher and class.

Controversiality

1. The higher the overall degree of controversiality with which the student perceives issues the lower will be his/her evaluation of the teacher and class.
2. The greater the number of issues perceived by the student as highly controversial the lower will be his/her evaluation of the teacher and class.

3. The greater the number of highly-controversial issues perceived as actually discussed by the student the lower will be his/her evaluation of the teacher and class.
4. The greater the percent of class time the student perceives as spent on controversial issues the lower will be his/her evaluation of the teacher and the class.
5. The greater the congruence between teacher and student on the overall degree of controversiality of issues the higher will be the evaluations of the teacher and the class.
6. The greater the congruence between the teacher and student on the number of issues perceived as highly-controversial the higher will be the evaluation of the teacher and class.
7. The greater the congruence between teacher and student on the number of highly-controversial issues actually discussed the higher will be the evaluation of the teacher and the class.
8. The greater the congruence between the teacher and student on the percent of time spent on controversial issues the higher will be the evaluation of the teacher and class.
9. Where non-congruence occurs the more "controversial" the student perceptions are relative to the teachers the lower the evaluations will be of the teacher and class.

Sanctions from Reference Groups

1. The greater the number of issues the student perceives as possibly non-discussable due to sanctions by other reference groups, the lower will be his/her evaluation of the teacher and the class.
2. The greater the number of "sanctioned" issues the student perceives as actually discussed the lower will be his/her evaluation of the teacher and class.
3. The greater the congruence between teacher and student on possibly "sanctioned" issues the higher will be the evaluation of the teacher and class.

4. The greater the congruence between teacher and student on the actual discussion of "sanctioned" issues the higher will be the evaluation of the teacher and class.

5. Where non-congruence occurs the higher the student's perception of "sanctions" relative to the teacher, the lower will be the evaluation of the teacher and class.

Pertinence

1. The greater the number of issues the student perceives as possibly "non-pertinent" the lower will be his/her evaluations of the teacher and class.

2. The greater the number of "non-pertinent" issues the student perceives as having been discussed the lower will be his/her evaluation of the teacher and class.

3. The greater the congruence between teacher and student on the "pertinence" of issues, the higher will be the evaluations of the teacher and class.

4. The greater the congruence between the teacher and students on the number of "non-pertinent" issues actually discussed the higher will be the evaluation of the teacher and class.

5. Where non-congruence occurs the lower the perceived "pertinence" on the part of the student relative to the teacher the lower will be the evaluations of the teacher and class.

Expression

1. The higher the student's belief in the expression of opinions the higher will be his/her evaluations of social-issues teachers and classes.

2. Low student belief in expression should result in low evaluations of the teacher and the class.

3. The greater the congruence between teacher and student on belief in expression of opinion the higher will be the evaluations of the teacher and class.

4. Where non-congruence occurs, higher student belief in expression relative to the teacher will result in more favorable evaluations than non-congruence in which the student has the lower belief.

Teacher Role

1. The higher the student's "traditional values," the lower will be his/her evaluations of the teacher and the class.
2. The greater the congruence between the teacher and student on belief in "traditional values," the higher will be the evaluations of the teacher and the class.
3. Where non-congruence occurs, the higher the student's "traditional values" relative to the teacher's, the lower will be the evaluations of the teacher and class.
4. The lower the student's perception of the actual perceived controls of the teacher over issues discussions, the lower will be his/her evaluations of the teacher and the class.
5. The greater the congruence between teacher and student on the perceived actual controls over issues discussion, the higher will be the evaluation of teacher and class.
6. Where non-congruence occurs, the higher the student's perception of the actual controls relative to the teacher's perception, the higher will be the evaluations of the teacher and class.

While these hypotheses are expected to be found essentially correct as evidenced by the data of the study, it should be stated from the outset that the investigator feels some bias that social-issues instruction will be generally positively evaluated and that the measured influences will make only limited differences in that general evaluation.

I take this position because it is my opinion that the majority of high school students are rationally and emotionally capable of grasping and appreciating the intended benefits of social-issues instruction as outlined by the theoreticians. In general, I suspect that modern youth, members of the "tell it like it is" generation, would be more disaffected by classes which are neither pertinent nor challenging intellectually or emotionally. The current pressures which students are bringing on the schools for "relevance" indicate such a state of mind in students.

To the degree that positive evaluations of social-issues teachers occur, it is hoped that this paper will help to identify beneficially related characteristics so that teachers are provided with directions for improvement in social-issues instruction.

To the degree that negative evaluations occur, it will be possible to identify areas of stress for further study.

CHAPTER II

RESEARCH DESIGN OF THE STUDY

Introduction

In this chapter the research model for the study will be presented and explained, and the steps of research will be summarized. Information will be provided regarding the sample, the instruments, and those questions used from the instruments. The data collection technique will be described, and the methods of statistical analysis utilized will be listed.

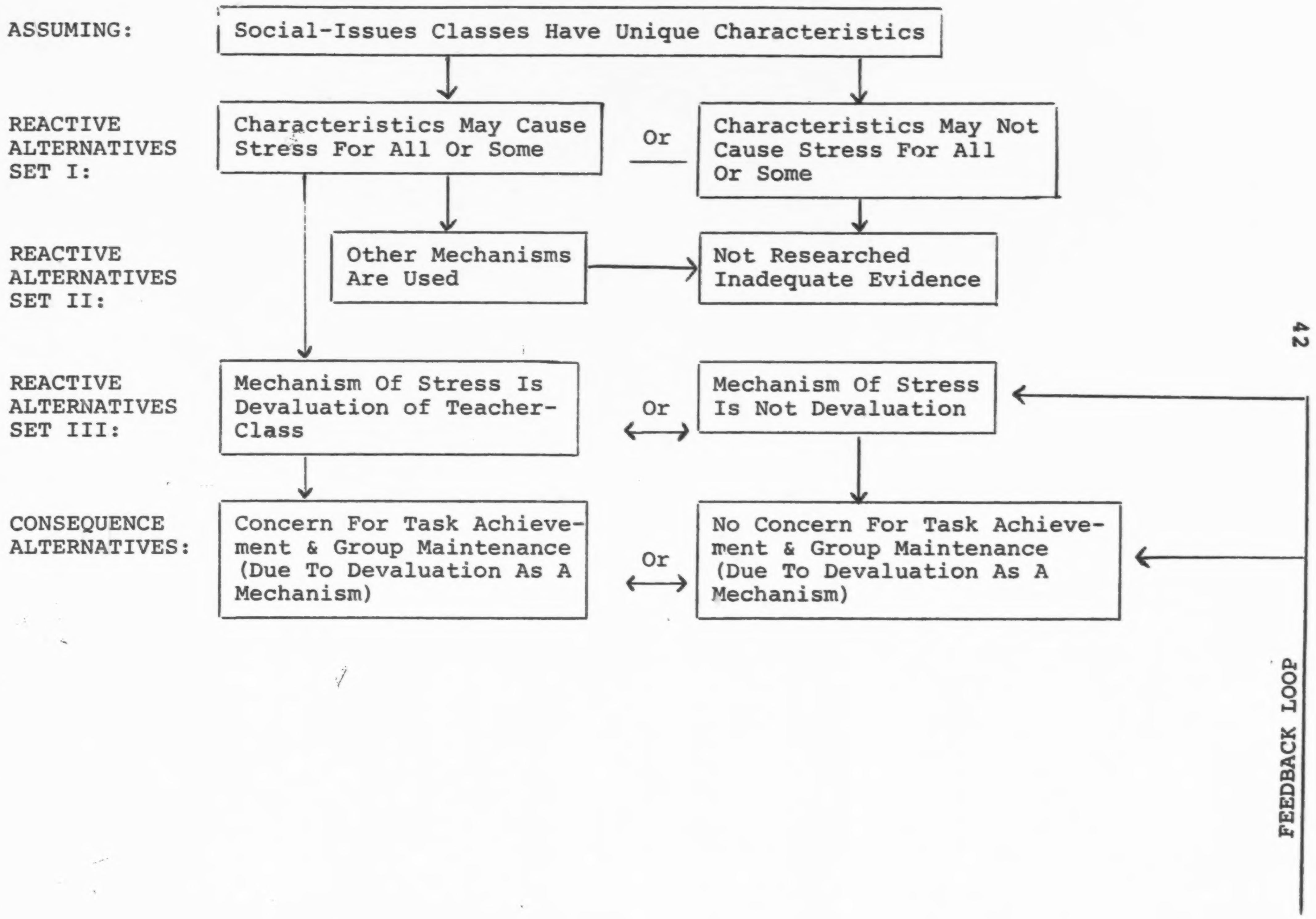
The Research Model

The research model to which the following explanation applies is to be found on pages 40, 41, and 42. The only discontinuity created by the division of the research model into three parts is in the feedback loop, which proceeds upward and forward from the end of the model towards the beginning. The direction of the arrows should alleviate any confusion in this regard.

Explanation of Model

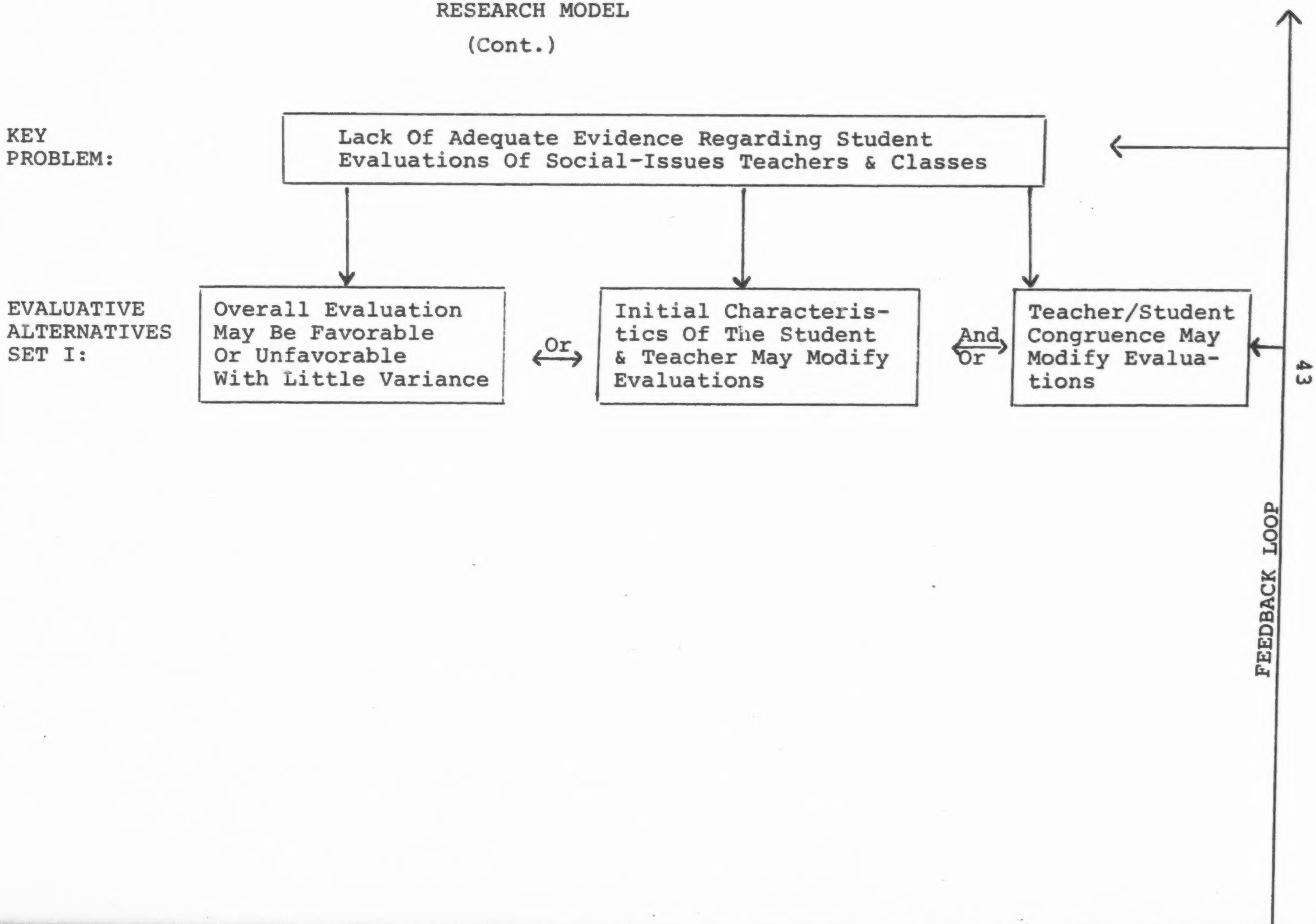
This study assumes that social-issues classes have unique characteristics, in that both content and instructional

RESEARCH MODEL


ASSUMING:
Social-Issues Classes Have Unique Characteristics
REACTIVE ALTERNATIVES SET I:
Characteristics May Cause Stress For All Or Some
Or
Characteristics May Not Cause Stress For All Or Some
REACTIVE ALTERNATIVES SET II:
Other Mechanisms Are Used
Not Researched Inadequate Evidence
REACTIVE ALTERNATIVES SET III:
Mechanism Of Stress Is Devaluation of Teacher-Class
Or
Mechanism Of Stress Is Not Devaluation
CONSEQUENCE ALTERNATIVES:
Concern For Task Achievement & Group Maintenance (Due To Devaluation As A Mechanism)
Or
No Concern For Task Achievement & Group Maintenance (Due To Devaluation As A Mechanism)
FEEDBACK LOOP

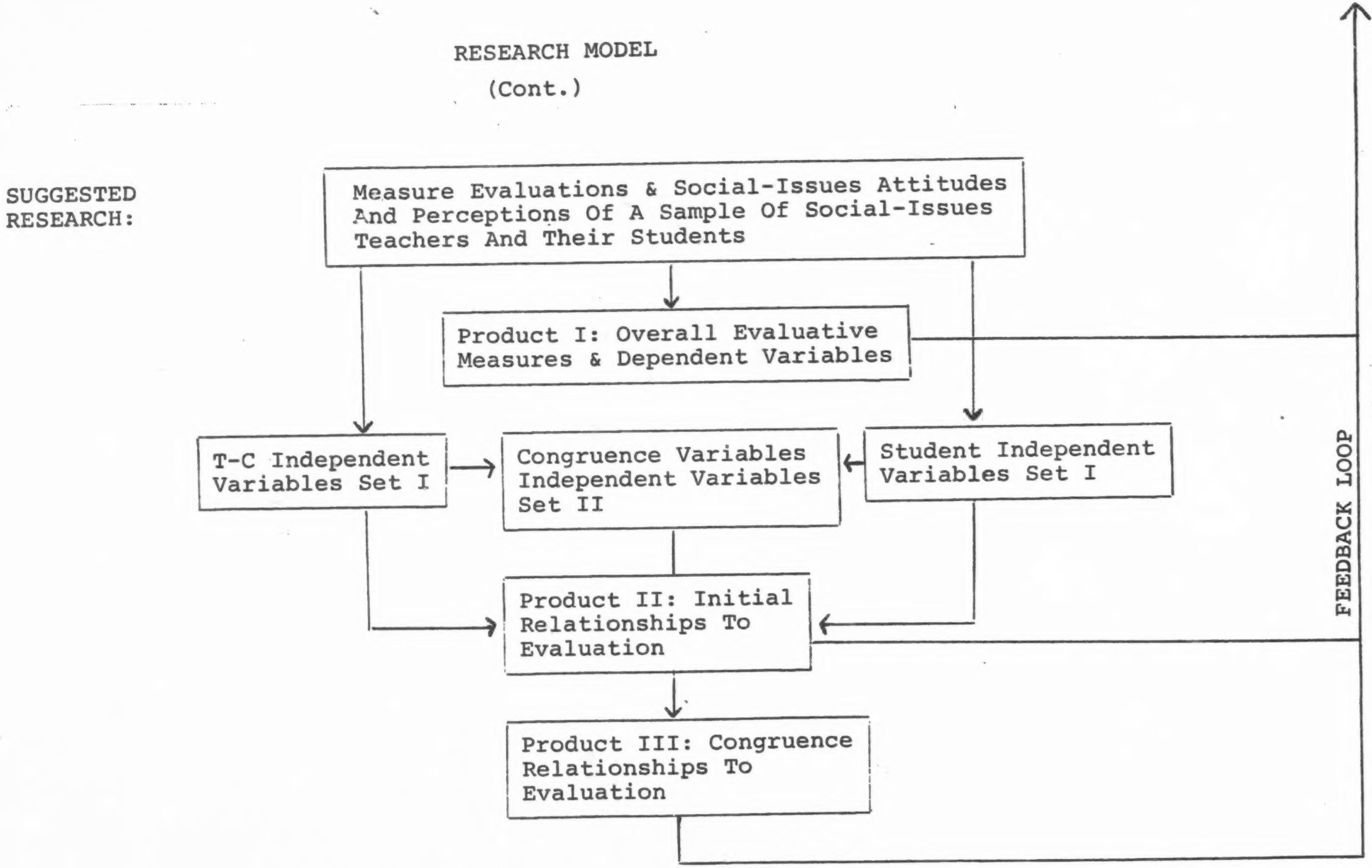
RESEARCH MODEL

(Cont.)


KEY PROBLEM:
Lack Of Adequate Evidence Regarding Student Evaluations Of Social-Issues Teachers & Classes
EVALUATIVE ALTERNATIVES SET I:
Overall Evaluation May Be Favorable Or Unfavorable With Little Variance
Or
Initial Characteristics Of The Student & Teacher May Modify Evaluations
And Or
Teacher/Student Congruence May Modify Evaluations
FEEDBACK LOOP

RESEARCH MODEL

(Cont.)


SUGGESTED RESEARCH:
Measure Evaluations & Social-Issues Attitudes And Perceptions Of A Sample Of Social-Issues Teachers And Their Students
Product I: Overall Evaluative Measures & Dependent Variables
T-C Independent Variables Set I
Congruence Variables Independent Variables Set II
Student Independent Variables Set I
Product II: Initial Relationships To Evaluation
Product III: Congruence Relationships To Evaluation
FEEDBACK LOOP

methods introduce greater possibility for variance in (and possible non-congruence of) attitudes, perceptions and values, than occurs in the "traditional fact-oriented" class.

It is possible that these characteristics of the social-issues class produce affective stresses for all or some of the students in such classes. But it is also possible that such stresses do not occur. This set of alternatives can not be fully answered given the data of this study.

If stresses do occur, however, there are a number of alternative mechanisms which students under stress may bring into play. One such set of defenses is devaluation of the teacher in terms of liking, or devaluation of the class in terms of task-at-hand. Other mechanisms than devaluation might be used, but the data of this study would be inadequate to explore such possibilities.

If the devaluative mechanisms are used, however, then the teachers would have cause to be concerned with regard to task achievement and/or group maintenance. If the devaluative mechanisms are not in use, then the teacher need not be concerned with regard to task achievement and/or group maintenance (at least in terms of threat from this particular source).

The key problem is a lack of adequate evidence regarding how the students of social-issues teachers do evaluate such classes and teachers--as a total group, as demographically and attitudinally varying sub-groups, as groups in classes in which teachers vary in demographic, attitudinal and behavioral characteristics, or as influenced by the interaction of teacher and student characteristics within the same class.

With regard to evaluative alternatives, three (not necessarily exclusive) possibilities suggest themselves: the students may return all favorable or unfavorable evaluations with little variance, demographic and/or attitudinal characteristics of the teacher and/or the student may have initial impacts on evaluation, and/or the congruence between the teacher and his/her own students may be found to produce variance in evaluations.

In order to test these possibilities, it was determined to measure student evaluations of social-issues teachers and classes. At the same time, information would be obtained regarding the demographic characteristics of the students and their teachers, and perceptual and attitudinal information would be gathered from the students and teachers regarding the issues and issues instruction.

Analysis of the overall evaluations of the students would serve as a product, in the sense of providing information regarding the responses of students in general. It would also provide dependent variables which could be analyzed in relation to the other characteristics of the sampled population.

Two sets of independent variables could then be developed: one measuring the initial demographic and attitudinal characteristics of the teachers and students, and the second establishing perceptual and attitudinal congruence between the teacher and his/her own students.

Relational analyses could then be performed with each of these independent variables sets, in order to determine their effects on evaluation. The product of these analyses could then be fed back to answer the following questions: which of the alternative evaluative possibilities appears to be true; whether or not it appears that devaluation is a stress mechanism in social-issues classes; and whether or not the teacher need be concerned for task achievement or group maintenance problems due to such devaluations. The products of this research will also contribute toward removing the key problem which is the lack of adequate evidence in this evaluative area.

Steps of Research

1. Identify a sample of social-issues teachers (i.e., social-studies teachers who devote 25% or more of their class time to social-issues instruction).
2. Administer the matched Michigan Social Issues Teacher Questionnaire and Michigan Social Issues Student Questionnaire and the Minnesota Student Attitude Inventory to the sampled teachers and their students.
3. Factor analyze the student responses to the Minnesota Student Attitude Inventory and question eleven of the Michigan Social Issues Student Questionnaires to develop evaluative measures.
4. Scale the evaluative factors and rank individual students and classes on each measure.
5. Develop Independent Variables Set I, demographic and attitudinal statistics for the teachers and the students, from responses to the matched Michigan Teacher and Student Questionnaires (questions one through six).

6. Perform Chi-Square analyses for relationships between the initial teacher characteristics, the initial student characteristics, and the evaluative factors. (Individual evaluative student scores are used as dependent variables against the student independent variables; class means on the evaluative measures are used as dependent variables against the teacher-class independent variables).

7. Establish the degree and direction of perceptual and attitudinal congruity (non-congruity) between a given teacher and each of his/her own students on selected social-issues items previously tested as initial variables.

8. Establish the degree and direction of congruity (non-congruity) between a given teacher and his/her own students on each of the specific offered topics as "issues," and as controversial topics "discussed" (or not discussed) recently.

9. Perform Chi-Square analyses for relationships between the congruence variables and the evaluative factors.

The data upon which this study was based were collected by the project, Structure and Process of Inquiry into Social Issues in Secondary Classrooms, pursuant to contract OEC-3-7061678-2942 with the United States Department of Health, Education, and Welfare, Office of Education, Byron G. Massialas, Project Director, with Nancy Sprague and Jo A. Sweeney.

Teachers in the original probability sample were asked to respond to questionnaire items dealing with many aspects of teaching social issues in the classroom; for example, how much time they spent discussing social issues, how controversial they considered specified issues, which issues they ordinarily discussed in the classroom, which topics they felt should not be discussed and why, and what materials they would ordinarily use for classroom units on such issues as population planning and Communism. Teachers were also asked to respond to numerous attitudinal items, to differentiate between fact and opinion statements, and to provide demographic information about themselves.

The teachers and students selected for this study were purposefully drawn from the original probability sample on the basis of the teacher's response to three items on the Michigan Social Issues Teacher Questionnaire. This group of teachers and their students was identified from the original sample on the basis of the teacher's response to questionnaire item 21 on the Michigan Social Issues Teacher Questionnaire.[1] One hundred and fifty of the 439 teachers who had responded to the original questionnaire identified themselves as social-studies teachers. This criterion was used because we wanted to look at a homogenous group of teachers in terms of subject area. Since many teachers handle classes outside of their area of primary interest, this questionnaire item was constructed to obtain the dimension of primary interest rather than simply asking for the number of classes taught in a discipline.

The second criterion was the teacher's response to and Communism. Teachers were also asked to respond to numerous attitudinal items, to differentiate between fact and opinion statements, and to provide demographic information about themselves.

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[1] Questionnaire item 21: We realize some of you might have several areas of responsibility; which area would you consider to be your primary interest?

a. ___ Biology
b. ___ English
c. ___ Social Studies
d. ___ Coaching
e. ___ Other (please specify)
____

The teachers and students selected for this study were purposefully drawn from the original probability sample on the basis of the teacher's response to three items on the Michigan Social Issues Teacher Questionnaire. This group of teachers and their students was identified from the original sample on the basis of the teacher's response to questionnaire item 21 on the Michigan Social Issues Teacher Questionnaire.[1] One hundred and fifty of the 439 teachers who had responded to the original questionnaire identified themselves as social-studies teachers. This criterion was used because we wanted to look at a homogenous group of teachers in terms of subject area. Since many teachers handle classes outside of their area of primary interest, this questionnaire item was constructed to obtain the dimension of primary interest rather than simply asking for the number of classes taught in a discipline.

The second criterion was the teacher's response to questionnaire item 4[2] on the "MSITQ."[3] Only the teachers who responded that they had spent more than 25% of their teaching time during the last month discussing issues they considered controversial were retained in the sample at this point. This division left 26 self-identified social-studies teachers who said they had spent more than 25% of their teaching time during the last month on controversial social issues.

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[1] Questionnaire item 21: We realize some of you might have several areas of responsibility; which area would you consider to be your primary interest?

a. ___ Biology
b. ___ English
c. ___ Social Studies
d. ___ Coaching
e. ___ Other (please specify)
___

The third criterion used was the teacher's positive response to "MSITQ" item 27[4]. All 26 teachers responded positively to this item. Six teachers were randomly eliminated from the remaining 26 teachers who had met the above mentioned criterion. This final division left 20 teachers in the sample.

---

[2] MSITQ, item 4:
During the last month, what percentage of your total teaching time did you spend discussing issues which you consider controversial? (Please check one):

_____ 0 - 10% of teaching time
_____ 10 - 25% of teaching time
_____ 25 - 50% of teaching time
_____ 50 - 75% of teaching time
_____ 75 - 100% of teaching time

[3] "MSITQ," initials stand for the Michigan Social Issues Teacher Questionnaire.

[4] MSITQ, item 27:
We will be contacting approximately 20 of the 600 teachers receiving questionnaires for more comprehensive information. If you would be interested in a possible contact, please check _____.

The federal contract for the original study provided funds for gathering extensive data from 20 teachers. This data-gathering process included an intensive interview schedule and administration of the California Personality Inventory to the teachers, visits to the individual classrooms for taping of classroom dialogue when social issues were being discussed, and the administration of three student instruments. The three student instruments administered were: (1) Michigan Social Issues Student Questionnaire, (2) Minnesota Attitude Inventory, and (3) Harvard Social Issues Analysis Test #II.

Three teachers were lost from the sample: one person left teaching, one teacher moved out of the state, and one teacher could not continue with the research because of student problems and financial difficulties in his school system. This loss left a total of 17 social-studies teachers who spent more than 25% of their teaching time in the last month discussing social issues they considered controversial and who were willing to participate in further research. The students of these seventeen teachers composed the sample of this study. A total of 376 students of secondary school social-issues teachers in the state of Michigan were sampled.

One final modification was necessary to arrive at the final student sample. Since it was vital to use only those students on which complete data were available on both the Minnesota and the Michigan instruments, those students were eliminated who did not complete one or the other questionnaire.

This resulted in the loss of some 65 students, to a final student population of 311. One class was so severely affected by this last step that its students were eliminated from the relational analyses. However, they are reported in the evaluative measures.

Data Collection

The Michigan Social Issues Teacher and Student Questionnaires were pilot-tested in three phases during the fall of 1967. The questionnaires were reviewed by a panel of researchers at the University of Michigan. The researchers' written responses, and in two cases extensive personal interviews, were considered in the revision of questionnaire items. The panel represented educators in the three subject fields of the teachers (English, biology, and social studies) who would be receiving the instrument and survey research personnel. The revised questionnaires were then pilot-tested on teachers and students at the University of Michigan Laboratory School. Further revisions were made, particularly in language and directions given for some questionnaire items. This pilot-test also gave an approximation of the amount of time it would take to complete the instrument. Since the Laboratory School obviously does not represent a typical population, the final pilot-test involved two schools in communities located in the Ann Arbor area.

The Michigan Social Issues Teacher Questionnaire was mailed to the teachers included in the original probability sample of the United States Office of Education Project. The teachers in the sample of this study were included in that group. The teachers received a personally addressed, hand-stamped envelope containing the questionnaire. The cover letter was reproduced on off-set printing which has the definite advantage of appearing to be hand typed. The letter was personally signed. A postscript was added by hand.

The Michigan Social Issues Student Questionnaire was administered by staff members of the project "Structure and Process of Inquiry into Social Issues in Secondary Classrooms." Two staff members traveled to all of the schools involved in this study. One staff member gathered supplementary data from the teacher while the other member administered the student instruments. The teacher was not in the room during the time the student instrument was given. The instrument used for analysis in this study was administered in approximately 25 minutes. The staff member explained briefly why the data were being gathered and how the data would be used. For example, "My name is _____ _____ and I work on a research project at the University of Michigan. We are involved in a research study which involves visiting students and teachers in classrooms throughout the state of Michigan. We are very interested in knowing how you feel about certain things. For instance, do you like to discuss some topics and not others in school? It will take you about 25-30 minutes to complete this questionnaire. If you have any questions, please put your hand up and I will try to help you. Don't worry about your answers and try to be as honest as you can in your responses because there are no right or wrong answers. You do not have to put your name on the questionnaire and no one will see your answers except the staff at the University. When the questionnaires are analyzed everything will be reported as aggregate statistics, that means no one will be able to identify your individual answer because everyone's answers will be reported as a group. Thank you for your help."

The classroom teacher, as indicated by the researcher's instructions to the students, did not have access to individual student responses. The teachers were reassured and provided with feedback on the Minnesota Attitude Inventory, an instrument not being analyzed in this study, but the one which would probably be considered most threatening by the teachers since it provides information on liking or disliking of the class and teacher. The teacher was told at the time of the visit that he/she would receive information on student responses to the Minnesota. A letter with feedback was mailed to the teacher following the visit.

In two cases where it was impossible for a staff member to administer the instruments, teachers were asked to instruct their students to put their completed questionnaires directly into a stamped envelop and to seal it before they left the room. It was explained to the teachers that telling the students the teacher would not see their answers would help calm any concern they had and would encourage the students to give honest answers.

Extensive contact was made with the teacher regarding a convenient time for the staff member to visit. The teachers were contacted in a variety of ways, but in all cases at least two confirmations were made for a particular appointment time. The teacher was asked to suggest a day convenient with his/her schedule. Last minute changes were sometimes unavoidable due to changes in the teacher's schedule (i.e., assembly programs) but staff members did not initiate any changes. Telephone contact was customarily made the day before a scheduled visit, this call was always preceded by a written confirmation of the visit. When the researchers reached their destination they were instructed to tell the principal they were in the building and the nature of their business. They were also instructed to stop by the principal's office before they left the building. Teachers were asked whether they would prefer to obtain the principal's permission before a scheduled visit or if the teacher preferred our office could make a written contact with the principal. In over 50% of the cases the teacher preferred that the principal receive a letter asking for permission to visit at a specified time.

Some problems arose as a result of the data collection process. They were not serious in nature, but the difficulties could be avoided in the future by making two modifications in the data collection process. First, the students could be assigned a student code number which would make it easier to match the individual student instruments. This could be accomplished by going to the school earlier in the day and getting a copy of the seating chart from the teacher for the class to be visited. Each student on the chart would then have an assigned number and a questionnaire stamped with that number. This method would not be fool-proof but would allow for easier matching of student instruments. It might be necessary to inform the teacher before visiting that the researcher would need a seating chart since this material might not always be available. The other change involves the importance of a staff visit. Ideally, every possible effort should be made to have all of the instruments administered by a staff member. The quality of the data in this study was not apparently altered by the teacher collecting the instrument, but it is difficult to expect the teacher to follow the format exactly since they are not trained to administer survey instruments. Especially where data are being gathered on how the students feel about the teacher, I think it is better to avoid prejudicing responses by having all of the instruments administered by an instructed staff member.

Michigan Social Issues Student Questionnaire

The Michigan Social Issues Student Questionnaire (used for analysis in this study) parallels the Michigan Social Issues Teacher Questionnaire constructed by Byron G. Massialas, Jo A. Sweeney, and Nancy Freitag Sprague for identification of secondary school controversial social-issues teachers in the state of Michigan (see Appendix I). While the *a priori* validity of the Michigan Social Issues Questionnaire cannot be established at some level of empirical quantification, this instrument was designed and tested according to the recommended procedures for survey instruments. (Information regarding these procedures can be found in Chapter II). The items included on the questionnaire reflect a desire on the part of the research team to answer certain questions about teachers and students involved in social-issues classrooms in Michigan.

Minor changes in language were made in the construction of the student questionnaire in order to maximize student understanding of questionnaire items. For example, the Michigan Social Issues Teacher Questionnaire item 1, part 8 which read, "Pornography" was changed to read "Pornography ("Dirty" Books)" on the Michigan Social Issues Student Questionnaire.

Not all questionnaire items on the Michigan Social Issues Student and Teacher Questionnaires will be utilized in this study. Previous analysis of the Michigan Social Issues Questionnaires provided some clues as to the questionnaire items which might be most valuable for analysis. With regard to the questions themselves, it must be pointed out that each respondent had only his own relatively criteria in mind in responding to such questions as the "controversiality of issues," "the objectionability of issues," etc. No claim is made that "highly-controversial" meant exactly the same thing to one respondent as it did to the next. However, it is assumed, for purposes of the study, that sufficient equivalence of meaning occurred to make comparisons possible. The following are the questionnaire items from the two which will be examined in this study.

MSISQ Item 1

This question provides information on the students' personal perception of the relative controversial nature of certain topics. Topics were included to allow a range of controversiality. Since "controversial" is a relative term defined by each individual, the intent of the questionnaire was for the student to self-define what he or she viewed as controversial.

MSISQ Item 2

This question provides information on the number of issues considered controversial and discussed during the last month. The student response to this item can be viewed in combination with his response to the sanction question and his response to questionnaire item 1. For example, if a student thinks the class has discussed three highly-controversial subjects during the last month, how does he feel about possible sanctions attached to the discussion of such presentations? Do students see some issues as highly controversial but non-sanctioned? Such possible relationships are explored with responses from combinations of the three questionnaire items cited.

MSISQ Item 3

This question provides information on the percent of time devoted to the discussion of issues that a student considered controversial. The self-determination of which issues were considered controversial by the respondent was used to limit investigation biases.

MSISQ Item 4

This question provides information on the students' perception of his teacher's position vis-a-vis controversial social issues when there is emotional student conflict over such issues in the classroom. How does a student perceive his teacher's general reaction in such a classroom situation? Does the teacher's general stance when discussing social issues communicate itself to the students?

MSISQ Item 5

This question provides information on the topics which students consider unacceptable for classroom discussion. Opportunity is also provided for the student to indicate acceptance of all topics for classroom discussion.

MSISQ Item 6

This question provides information on reasons why students feel certain topics should not be discussed in the classroom setting. The responses are divided into sanction and non-sanction reasons given for not discussing an issue. The sanction reasons include: (a) the principal might not like it, (b) people or groups in your town might not like it,

(c) parents might not like it. Non-sanction reasons include: (a) class is too young to discuss these topics, (b) personal reasons, (c) non-pertinence. The "other" category provided will be considered as a sanction or non-sanction reason depending on its content.

MSISQ Item 11

This question contains six attitude items which relate to the student's perception of his class; for example, "This class has helped me to understand thoroughly the meaning of a statement." Students are asked to strongly agree, somewhat agree, somewhat disagree, or strongly disagree. Analysis utilizes student responses to these questions as dependent evaluative variables.

The following demographic information regarding the teacher and students from the Michigan Social Issues project's instruments was utilized in analysis:

1. Student's sex.
2. Student's grade point average.
3. Parental occupation of student.
4. Teacher's sex.
5. Teacher's marital status.
6. Teacher's age.
7. Teacher's collegiate degree.
8. Uniracial-interracial class.
9. Urban-rural-suburban community.
10. Elected-required class.

11. Public-non-public school.
12. Type of class (interdisciplinary, single discipline).
13. Teacher tenure.
14. Teacher years of teaching.

Minnesota Student Attitude Inventory

The Minnesota Student Attitude Inventory is a widely used and well-tested instrument specifically designed to measure students' attitudes toward the teacher and class in the evaluative areas which this study wishes to investigate.

The Minnesota Student Attitude Inventory requires the student to respond on a five-point scale to 59 items. These items are interpreted as measures of constructive attitudes toward the teacher and classwork. The inventory contains items that can be grouped into scales or clusters. The items describe teacher attractiveness, motivation, rewards and punishments and contains correlated attitudes. Estimates of the reliability of this instrument vary from sample to sample, but the median reliability is 0.85. On one of the specific factors which this study intends to measure, "general liking or appreciation of the teacher and class," the reliability of the Minnesota Inventory has been established at 0.86. The reliability of the other factors which may emerge during data reduction cannot be similarly established _a priori_. However, the general reliability of this instrument appears to be defensible where its strongest factors are concerned. As a protection against losses in reliability this study will utilize only the best factors produced by the factor analysis. Initial intercorrelations between items loading on the factor will be set at the level of significance (.05 or above). Finally, no factors will be considered for analysis on which factor loadingsare lower than .50. These rather stringent controls should guarantee the power of the factors used for analysis to measure the dimensions claimed.

Methods of Statistical Analysis

1. Many of the initial independent variables used for this study were statistics involving more than one question from the Michigan Social Issues Questionnaires and/or involving original ranges of responses greater than was necessary or feasible for convenient statistical manipulation, particularly as congruence was to be established. A special FORTRAN recoding program was written and used to reduce such dimensionality to single statistics coded at 2, 3, and 4 points. (See Coding Manual Independent Variables Set I: Appendix IV.)

2. The dimensionality of the evaluative questions also needed reduction, and for this purpose the factor analysis program available at the University of Michigan Computer Center was utilized. (A description of this program can be found in Appendix II.)

3. In order to establish the degree and direction of teacher/student congruity on each of the variables involved in the congruity analysis, another special FORTRAN program was written by Mrs. Nancy Sprague. This program searched for all matched teacher and student responses, assigned them a congruity code, and then identified the degree of difference and the direction of those responses non-congruent and assigned them identifying codes. (This analysis is further described in Chapter IV.)

4. Since both the initial variables set and the congruence set of independent variables contained measures which must be considered non-parametric in nature, relational analyses were done with Chi-Square techniques for analysis of non-parametric statistics. For these relational analyses the "Blitz" program available at the University of Michigan Computer Center was utilized. (A description of this program can be found in Appendix II.)

CHAPTER III

DEVELOPING THE DEPENDENT VARIABLES: STUDENT EVALUATIONS OF THE TEACHERS AND THE SOCIAL-ISSUES CLASSES

The objective of this analysis was to develop and explore meaningful measures of students' evaluative perceptions of social-issues classes and teachers. An effort was made to analyze and reduce the students' responses from the original 65 questions offered, to the most powerful attitudinal measures possible. Factor analysis was used for this purpose. The resulting factors were scaled. Individuals and classes were assigned scores which indicated their differences on the evaluative factors.

A. Factor Analysis for Reduction of Dimensionality

Initially, this analysis involved 65 variables, which were all questions asking the students to provide their perceptions regarding the class and the teacher. Six of the questions were taken from the Michigan Social Issues Student Questionnaire and 59 from the Minnesota Student Attitudes Inventory. (See Appendix 1.)

Five of the items from the Michigan Social Issues Student Questionnaire related to "critical thinking skills" which might be obtained from the class:

> This class has helped me to increase my power of clear thinking about social problems.
>
> This class has helped me to understand the differences between fact and opinion.
>
> This class has helped me to judge a social problem more on the basis of reason instead of emotion.
>
> This class has helped me to understand thoroughly the meaning of a statement.
>
> This class has helped me to determine when a statement should be believed or not.

A sixth question from the Michigan Social Issues Instrument asked the students their perceptions of the teacher's behavior:

> When students conflict with strong emotional overtones about a topic or issue being discussed in the classroom, what generally is the teacher's reaction?

These items were combined with the 59 attitude questions from the Minnesota Questionnaire. (See Appendix _I_.) In order to reduce the dimensionality of the attitudinal perceptions studied intensively, a factor analysis was performed on all 65 variables. The factor analysis utilized was the PSCK program available at the University of Michigan Computer Center.* This program performs a principal component solution and an orthogonal rotation of the factor matrix.

---

*A description of this program is included in Appendix _II_.

Communalities are estimated from the squared multiple correlation coefficients. The number of factors specified was 5, (7 iterations were performed by the computer).

The rotation provided 5 factors, only 4 of which had items loading high enough to warrant serious consideration. A check of the initial correlations also substantiated that only four factors contained highly loading variables with initial correlations near .5 or above (considered to be significant correlations).

Four factors were, therefore, selected for further study. Factor one was delimited to include only those variables which loaded on the factor at .60 or higher. (This delimitation was pertinent in the case of factor one because it had many highly loading variables. This factor appeared to be an attitudinal "umbrella" indicating general good perceptions of the class and teacher, and influencing many responses.

The first factor contained 12 variables at the indicated loadings (rounded to two decimals). (See Table 1, p. 64).

A logical analysis of the items loading highly on this factor suggests that the underlying dimension seems to be a continuum measuring the students' general positive or negative evaluation of the teacher and the class. This factor, therefore, best meets one of the investigator's objectives, i.e., to measure the students' overall affective orientation toward the teacher and the class.

TABLE 1

VARIABLES LOADING ON FACTOR ONE

Variable #	Question	Loading
Var. 31	"I really like this class."	.77
Var. 15	"This teacher is one of the best I ever had."	.75
Var. 57	"Just thinking about this class makes me sick." (Negatively related)	.71
Var. 52	"This teacher is the best I ever had."	.71
Var. 43	"Teacher makes everything seem interesting and important."	.70
Var. 55	"I wish I could have this teacher next year."	.69
Var. 27	"Teacher makes it fun to study."	.69
Var. 16	"I trust this teacher."	.68
Var. 20	"Teacher understands boys and girls my age."	.65
Var. 12	"Most of us get pretty bored in this class." (Negatively related)	.65
Var. 33	"Teacher helps us get the most out of every hour."	.62
Var. 10	"I find it easy to talk to this teacher."	.61

The second factor included four items at the indicated factor loadings (rounded to 2 decimals): (See Table 2, p. 65).

TABLE 2

VARIABLES LOADING ON FACTOR TWO

Variable #	Question	Loading
Var. 51	"This class is noisy and fools around a lot"	.78
Var. 35	"In this class we fool around a lot in spite of the teacher"	.76
Var. 24	"Sometimes things get out of control in this class"	.69
Var. 8	"This teacher keeps order with a fair and firm hand"	.59

An analysis of the items involved suggested the interpretation that this factor measures the students' perceptions of the degree to which order and purpose is maintained in the classroom. A continuum from low to high purposiveness seems to be indicated.

The third factor includes the following five items at the indicated factor loadings (rounded to 2 decimal places).

While these five questions from the Michigan Social Issues Questionnaire were included in the general factor analysis in order to determine whether they would highly correlate with any of the other attitude items, they broke free as a single dimensional factor as was expected. Interpreted, the underlying dimension in this factor is the critical thinking skills obtained by the students from participation in the classroom activities.

TABLE 3

VARIABLES LOADING ON FACTOR THREE

Variable #	Question	Loading
Var. 2	"Clear thinking about social problems"	.70
Var. 4	"Difference between fact and opinion"	.68
Var. 5	"Reason instead of emotion"	.67
Var. 1	"Understand meaning of statement"	.64
Var. 3	"Determine belief in statement"	.63

*Same five questions on Michigan Social Issues Questionnaire.

The fourth factor was eliminated due to low loadings of the variables involved. The fifth factor (hereinafter referred to as factor four) contained the following six items at the indicated factor loadings (rounded to two decimal places). (See Table 4, p. 67).

The underlying dimension measured by this factor could be interpreted as being one related to the disciplinary interaction or group maintenance atmosphere in the classroom. At one end of this dimension the interaction envisioned is an impatient, punitive teacher barely enforcing order in the classroom by virtue of personal presence. At the other end of the dimension, one envisions a helpful, non-punitive

TABLE 4

VARIABLES LOADING ON FACTOR FOUR

Variable #	Question	Loading
Var. 59	"This teacher helps students when they have problems"	.72
Var. 61	"Teacher takes time to find out your side of a difficulty"	.71
Var. 63	"Teacher punishes me for things I don't do" (Negatively related)	.63
Var. 60	"We just don't obey the teacher in this class" (Negatively related)	.59
Var. 62	"Teacher never pushes or shakes us in anger"	.51
Var. 65	"We behave even when teacher is out of room"	.46

teacher who has established an atmosphere of mutual respect in the class. A continuum from non-cooperative maintenance to cooperative maintenance seems to be applicable.

Identification of the four factors effectively reduced the dimensionality of the original attitude items which could be maintained for further analysis. It also enabled the investigator to identify four powerful attitudinal variables on which the students in this sample differed in their perceptions of their teachers and their classes. The excellent initial correlations and high loadings indicated that these four measures would have real value as evaluative variables.

B. Scaling the Four Factors

Introduction

Since it was desired to assign scores or points to individuals and classes on the basis of responses to the factored items, each of the four factors was scaled at 5 points, low to high on each factor, according to the methods described below.

Factor 1: ("General Appreciation" of Teacher & Class)

This factor contained the following twelve questions from the Minnesota Student Attitude Inventory:

Q. 1 "I really like this class."

Q. 2 "This teacher is one of the best I ever had."

Q. 3 "Just thinking about this class makes me sick." (Negatively related)

Q. 4 "This teacher is the best I ever had."

Q. 5 "Teacher makes everything seem interesting and important."

Q. 6 "I wish I could have this teacher next year."

Q. 7 "Teacher makes it fun to study."

Q. 8 "I trust this teacher."

Q. 9 "Teacher understands boys and girls my age."

Q. 10 "Most of us get pretty bored in this class." (Negatively related)

Q. 11 "Teacher helps us get the most out of every hour."

Q. 12 "I find it easy to talk to this teacher."

For each question the students were offered a range of five responses: Strongly agree, agree, undecided, disagree, and strongly disagree. By summing the possible responses across the twelve questions, a range of possible scores from 12 to 60 resulted. The mean would be expected to fall between 35 and 36.

An analysis of the actual data indicated that the students were skewed to the positive (or high) end of this range. The mean of the total sample fell at 42.29. The actual range utilized by the student sample was from 16 to 60. The frequency distribution of the total sample was as follows in Table 5.

TABLE 5

FREQUENCY DISTRIBUTION-FACTOR ONE "GENERAL APPRECIATION"
ACTUAL STUDENT SCORES ON THE
TWELVE ITEMS LOADING ON THE FACTOR

Range Point	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Student Frequencies	1	2	2	4	0	3	0	7	3	2	3	3	3	6	7

Range Point	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Student Frequencies	5	5	4	5	3	6	15	9	10	9	12	13	11	9	6

Range Point	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Student Frequencies	11	18	14	9	13	11	9	9	3	7	12	6	3	8	3

A "general appreciation" scale was devised which took into account this actual distribution, as well as attempting to balance the size of the resulting groups. In establishing and labelling the points of the scale, the original interpretation of the responses as positive, negative or undecided perceptions was retained. The resulting scale appears as follows in Table 6. The distribution of the total sample over the scale is indicated.

TABLE 6

SCALE OF FACTOR ONE-"GENERAL APPRECIATION"

Scale Score	1	2	3	4	5
Interpretation	Neg.	Undec.	Und Pos.	Pos.	Very Pos.
Scores on 12 Questions	16-30	31-40	41-47	48-52	53-60
Scale Score	1	2	3	4	5
Student Frequencies	46	72	80	56	51

Scaling (Factor Two-"Purposiveness")

This factor contained the following four items from the Minnesota Student Attitude Survey:

1. "This class is noisy and fools around a lot."
2. "In this class we fool around a lot in spite of the teacher."

3. "Sometimes things get 'out of control' in this class."

4. "This teacher keeps order with a fair and firm hand."

On each question the students were given five possible responses: Strongly agree, agree, undecided, disagree and strongly disagree. Summing the responses of the students to the four questions would result in a range of possible scores from 4 to 20 for each student. These questions were coded so that a score of 4 would indicate a low sense of perceived purposiveness; a score of 20 would indicate a high sense of purposiveness. The expected mean would fall at 12.

An analysis of the actual data suggested that the students' overall responses differed from this expected model. While the full range from 4 to 20 was used, the mean of the total sample fell at 14.4 indicating an overall higher (or more positive) view of classroom order and purpose than expected. The frequency distribution of the total sample appeared as in Table 7 following: It was decided, therefore,

TABLE 7

FACTOR TWO FREQUENCIES-"PURPOSIVENESS"
ACTUAL STUDENT SCORES ON THE
FOUR ITEMS LOADING ON THE FACTOR

Range Point	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student Frequencies	3	2	5	5	18	8	17	7	14	22	26	30	42	41	26	21	16

to construct a scale adjusted to the actual distribution in the responses.

A factor scale was developed with three criteria in mind. The first was to reflect as nearly as possible the actual distribution of the students on the factor. The second was to arrive at scale-score groups of adequate size for analysis. The third was to respect the original differences between agree, disagree, and undecided. The resulting scale appears in Table 8 below. The range of question scores and frequency distribution over the points of the scale are as indicated.

TABLE 8

SCALE OF FACTOR TWO-"PURPOSIVENESS"

	Negative	Undecided Negative	Undecided Positive	Positive	Very Positive
Scale Score	1	2	3	4	5
Scores on 4 Questions	4-8	9-12	13-15	16-17	18-20
Frequency N = 305	33	47	78	84	63

With regard to the underlying dimension in Factor two, a scale score of 1 can be interpreted as indicating a low perception of class purposiveness. A score of 5 indicates a very high perception of class purposiveness.

Low ← 1 2 3 4 5 → High

"Purposiveness"

Scaling (Factor Three-"Critical Thinking Skills of the Class")

This factor contained the following five items from the Michigan Social Issues Student Questionnaire.

> This class has helped me to increase my power of clear thinking about social problems.
>
> This class has helped me to understand the difference between fact and opinion.
>
> This class has helped me to judge a social problem more on the basis of reason instead of emotion.
>
> This class has helped me to understand thoroughly the meaning of a statement.
>
> This class has helped me to determine when a statement should be believed or not.

On each question the students were given four possible responses: Strongly agree, agree, disagree, strongly disagree. Summing the responses of the students to the five questions in the factor resulted in a range of possible scores from 5 to 20 for each student. A score of 5 indicated the highest possible perception of "critical thinking skills gained" and a score of 20 indicated the lowest perception of "critical thinking skills gained."

An analysis of the actual data suggested that the students' overall responses were skewed positively regarding the "critical thinking skills gained" from their classes. The actual range of responses went from 5 to 20. The mean of the total sample fell at 10.51 with a low standard deviation per item.

The frequency distribution over the range of the scale appears in Table 9 as follows:

TABLE 9

FACTOR THREE: FREQUENCIES
ACTUAL SCORES OF STUDENTS ON THE FIVE
ITEMS LOADING ON THE FACTOR

Range Point	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Freq.	9	10	21	35	36	52	43	24	39	10	6	7	2	4	0	7

The final scale utilized for analysis throughout this study appears in Table 10 below with the range of scores included in that scale score. The frequency distribution of the total sample on this factor scale is as indicated.

This scale has the advantages of respecting as nearly as possible the actual deviation in the sample while providing groups of adequate size. It also respects the logical break between positive and negative perceptions which was contained in the original responses.

Each student was assigned a scale score on Factor three "Critical Thinking Skills of the Class," on the basis of this scaling model.

TABLE 10

SCALE OF FACTOR THREE-"CRITICAL THINKING SKILLS"

	Negative	Undecided Negative	Undecided Positive	Positive	Very Positive
Scale Score	1	2	3	4	5
Score on 5 Questions*	14-20	12-13	10-11	8-9	5-7
Frequencies N = 305	36	63	95	71	40

*Due to the coding method used, students with high scores on the questions feeding this scale felt the class lacked logical benefits; and students with low scores perceived the class as logically valuable. In order to avoid the confusion which would result from maintaining this reverse relationship, the scale scores were simply assigned high to low in the reverse direction from the high to low question scores.

With regard to the underlying dimensions of Factor three, a scale score of 1 would be interpreted as a low perception of the critical thinking skills gained from classroom participation, and the score of 5 as a very high perception.

Low ← 1 2 3 4 5 → High

"Critical Thinking Skills Gained"

Scaling (Factor Four-"Maintenance Climate")

Factor four contained the following six questions from the Minnesota Student Attitudes Inventory:

> "This teacher helps students when they have problems."
>
> "Teacher takes time to find out your side of a difficulty."
>
> "Teacher punishes me for things I don't do." (Negatively related)
>
> "We just don't obey the teacher in this class." (Negatively related)
>
> "Teacher never pushes or shakes us in anger."
>
> "We behave even when teacher is out of room."

On each question the students were offered a range of five responses: Strongly agree, agree, undecided, disagree, and strongly disagree. Summing the available responses to the six questions resulted in a possible range of responses from 6 to 30. The expected mean would fall at 17.5 with a relatively normal distribution.

An analysis of the actual data showed that the students were sharply skewed to the high end of the range. While scores were obtained ranging from 6 to 30, the mean of the total sample fell at 22.5. Most of the range scores with high frequencies fell about this mean. The frequency distribution of the sample over the total range appears in Table 11.

A scale was devised to reflect the actual distribution of the sample, while obtaining the nearest to balanced group sizes. In labelling the scale points, an attempt was made to maintain comparability across the scales in terms of the

TABLE 11

FACTOR FOUR FREQUENCIES:
ACTUAL STUDENT SCORES ON THE SIX ITEMS LOADING ON THE FACTORS

Range Point	6	7	8	9	10	11	12	13	14	15	16	17	18
Student Frequencies	1	1	3	5	1	1	2	5	2	2	5	13	11

Range Point	19	20	21	22	23	24	25	26	27	28	29	30
Student Frequencies	11	13	20	28	41	22	25	32	26	16	14	4

attitudes reflected by placement at a given scale point. The resulting scale appears as in Table 12 below. The range points included in each factor scale interval are indicated on this table, along with the frequency distribution of students.

TABLE 12

SCALE OF FACTOR FOUR-"MAINTENANCE CLIMATE"

	Negative	Undecided	Undecided Positive	Positive	Very Positive
Scale Score	1	2	3	4	5
Scores on 6 Questions	0-16	17-20	21-23	24-26	27-30
Frequency N = 305	28	48	90	79	60

Each student was assigned a scale score on Factor four on the basis of this scaling method. With regard to the underlying dimension of the factor, a score of 1 would be interpreted as a punitive perception of maintenance interaction. A score of 5 would be interpreted as a very cooperative perception of maintenance interaction.

← 1 2 3 4 5 →
Punitive "Maintenance" Cooperative

Class Distribution and Means on the Four Evaluative Factors

Since class-to-class differences would be used as a basis of analysis (as well as student-to-student variance), the distributions by class and the class means on each of the four factors were computed. The classes were then ranked as high, medium or low on each of the four factors, based on the class means of the students.

The frequency distribution of the 17 classes on each of the four factors may be found in Appendix III.The following Table 13 shows the class means of the 17 classes on the four evaluative factors. The ranking of the class as high, medium or low on the given factor is indicated next to the class means.

While an attempt was made to assign scores of high, medium and low as evenly as logically possible, because of skewdness, it should be noted that the majority of the class

TABLE 13

CLASS MEANS ON FOUR DEPENDENT VARIABLE SCALES

Teacher #	"Gen. Affect"	"Purposiveness"	"Logical Benefits"	"Maintenance Climate"
1 - 009	2.0-L	3.7-M	3.2-M	3.0-M
2 - 139	2.5-L	1.2-L	2.9-L	1.6-L
3 - 230	3.2-M	2.15-L	3.35-H	3.0-M
4 - 256	2.7-L	2.0-L	2.9-L	3.1-M
5 - 375	3.8-H	2.5-L	3.5-H	3.8-H
6 - 467	3.2-M	3.3-M	2.7-L	3.0-M
7 - 619	4.2-H	3.1-M	3.5-H	3.7-H
8 - 657	2.3-L	3.0-M	3.0-M	3.4-M
9 - 676	2.9-L	3.7-M	3.0-M	3.5-M
10 - 686	3.2-M	4.1-H	3.5-H	3.9-H
11 - 508	1.3-L	2.1-L	2.6-L	2.4-L
12 - 518	3.0-M	4.5-H	3.2-M	2.8-L
13 - 530	4.0-H	4.8-H	3.5-H	4.3-H
14 - 591	3.95-H	3.95-H	3.0-M	3.2-M
15 - 285	3.1-M	4.0-H	3.0-M	3.9-H
16 - 283	3.8-H	4.4-H	2.5-L	4.3-H
17 - 328	4.1-H	3.5-M	3.25-M	3.5-M

means were, in fact, positively weighed with regard to actual interpretation. Thus, a score of low on a given factor such as Factor three (Critical Thinking) did not indicate clearly negative perceptions on the part of the students regarding their classes. Rather, it indicated a relatively lower perception or mixed perceptions on the part of the students. Table 14 below indicates the interpreted scale distribution of class means at points scored high, medium and low for further investigation.

TABLE 14

INTERPRETED SCALE DISTRIBUTIONS OF CLASS MEANS

(A)
"General Affect"
Scale Distribution
of Class Means

Scale Interpretation	Teacher	Redistribution	Level Assigned
Negative	1		Low
Undecided	5		
Undecided Positive	8	$\frac{6}{2}$	Medium
Positive	3		High
Very Positive	0		

(B)
"Purposiveness"
Scale Distribution
of Class Means

Scale Interpretation	Teacher	Redistribution	Level Assigned
Negative	1		
Undecided Negative	4		Low
Undecided Positive	7		Medium
Positive	5		High
Very Positive	0		

TABLE 14 (cont.)

(C)
"Critical Thinking Skills"
Scale Distribution
of Class Means

Scale Interpretation	Teacher	Redistribution	Level Assigned
Negative	0		
Undecided Negative	5		Low
Undecided Positive	12	7 5	Medium High
Positive	0		
Very Positive	0		

(D)
"Maintenance Climate"
Scale Distribution
of Class Means

Scale Interpretation	Teacher	Redistribution	Level Assigned
Negative	1		Low
Undecided	2		Low
Undecided Positive	12	8 4	Medium High
Positive	2		High
Very Positive	0		

Summary

Analysis made it possible to develop four strong evaluative factors by which student perceptions of "social-issues" teachers could be measured. The factors on which these students varied were:

1. "General Appreciation of the teacher and class," a factor made up of such statements as: "This is the best teacher I ever had."
2. "Purposiveness of the class," a factor made up of negations of such statements as: "This class fools around a lot."
3. "Critical Thinking of the class," a factor made up of such statements as: "This class helped me to increase my power of clear thinking about social problems."
4. "Maintenance Climate of the class," a factor made up of such statements as: "This teacher helps students when they have problems."

Each of these factors was scaled at 5 points for students, and at 3 points based on class means. Over the total sample the students indicated a generally favorable evaluation of their "social-issues" teachers on each of the four factors. In fact, it was necessary to skew positively each of the factor scales in view of the overall positive responses. When received as class data, it was discovered that only one teacher had a clearly negative class mean on "General Appreciation," and that only one other teacher had a clearly negative evaluation on "Critical Thinking" and "Maintenance Climate." In general, then, it can be concluded that the sampled "social-issues" teachers were very well perceived by their students on all four dimensions. Within most classes, however, individual students evidenced a range of responses. It is this variance, as well as the relative variance in class perceptions, which the balance of the study attempts to explore.

CHAPTER IV

DEVELOPING THE INDEPENDENT VARIABLES

A. Set I-(Demographic and Attitudinal Characteristics of the Teachers, Students, and Classes)

Introduction

This part of the analysis sought to establish the most promising independent variables which could be tested for relationships to the dependent evaluative variables.

Of the available demographic information on the teachers, students, and classes gathered by the Michigan Social Issues Questionnaires, those characteristics were selected for analysis which: (1) actually varied in the sample, and (2) might logically be thought to be of value in exploring the evaluative factors.

In addition to this group of demographic variables, an initial set of attitudinal and/or perceptual variables were selected. Those variables were chosen which could contribute to the investigation of the areas which were previously identified as problematical according to attitude theory. Original responses were combined in various ways to allow analysis from different points of view. The following independent variables were selected from the available information to make up Independent Variables Set I:

Independent Variable Set I

Variable 1. (Teacher) Stance in Issues Discussions

2. (Teacher) Percent of time spent on issues

3. (Teacher) Degree of Controversial perception (Offered Issue X rating as controversial)

4. (Teacher) Number of issues ordinarily taught

5. (Teacher) Number of issues actually taught

6. (Teacher) Belief in Student Expression (as previously scaled, see Appendix IV)

7. (Teacher) Belief in traditional values (as previously scaled, see Appendix IV)

8. (Teacher) Years teaching

9. (Teacher) Tenure

10. (Class) Public-Private School

11. Community Characteristics (urban, rural, suburban)

12. (Teacher) Highest Degree

13. (Teacher) Sex

14. (Teacher) Marital Status

15. (Teacher) Age

16. (Class) Elected-required

17. (Class) Types (single discipline, cross-discipline, combined subject)

18. (Class) Racial composition

19. (Teacher) Number of issues identified Highly-Controversial

20. (Teacher) Number of Highly-Controversial Issues actually discussed

21.	(Teacher)	Number of items (if any) that should not be discussed
22.	(Teacher)	Sanctions perceived as a possible reason for non-discussion
23.	(Teacher)	Maturity perceived as a possible reason for non-discussion
24.	(Teacher)	Pertinence perceived as a possible reason for non-discussion
25.	(Teacher)	Total number of issues (non-discussion possible)
26.	(Teacher)	Number of possible non-pertinent issues actually taught
27.	(Teacher)	Number of possible non-discussable issues actually taught (other than non-pertinence reasons given)
28.	(Teacher)	Total number of issues on which reasons other than pertinence were cited as possible reasons for non-teaching
29.	(Student)	Age
30.	(Student)	Sex
31.	(Student)	Grade Point Average
32.	(Student)	Parental Occupation
33.	(Student)	Belief in student expression (as previously scaled, see Appendix IV)
34.	(Student)	Belief in traditional values (as previously scaled, see Appendix IV)
35.	(Student)	Percent of time spent on issues
36.	(Student)	Degree of controversial perception
37.	(Student)	Number of issues actually discussed
38.	(Student)	Number of issues should not discuss

39. (Student) Number of issues identified Highly-Controversial
40. (Student) Number of Highly-Controversial issues actually discussed
41. (Student) Sanctions perceived as a possible reason for non-discussion
42. (Student) Maturity perceived as a possible reason for non-discussion
43. (Student) Pertinence perceived as a possible reason for non-discussion
44. (Student) Personal reasons perceived as a possible reason for non-discussion
45. (Student) Number of topics perceived possibly non-pertinent
46. (Student) Number of possibly non-pertinent topics actually discussed
47. (Student) Number of items perceived possibly non-discussable (reasons other than pertinence) - actually discussed
48. (Student) Number of issues possibly "non-discussable" (other than pertinence reason)
49. (Student) Number of issues the student would object to having taught - actually taught
50. (Student) Perception of teacher stance in issues discussions

It was necessary to reduce the dimensionality of a number of these variables from the original offered range of scores to a more analyzable range of scores. It is suggested that the reader see Appendix IV for the method of collapsing or coding used for each variable. The frequency distributions of the sample over each of these independent variables can be found also in Appendix IV.

In selecting the variables that would be included in Set I, it should be noted, some available information was eliminated usually due to a lack of variance in the sample. Such items included, among others:

1. System policy on issues (most did not have).
2. Teacher years in system (in most cases same as years teaching).
3. Organizational membership (local bargaining agent).
4. Race of teacher (only one was non-white).
5. S.E.C. of community - summary statistics could be derived from the racial, occupational, and rural-urban characteristics of the community, but, by and large, the variance was small.
6. Educational majors of the teacher (too much variance for analysis).
7. (Teacher) Issues that should not be discussed which were discussed. The three teachers who felt that certain issues should not be discussed did not perceive them as having been discussed.
8. (Teacher) Personal reasons possible for non-discussion. None of the sampled teachers indicated this reason as a possible reason for non-discussion.

Some Descriptive Findings on the Sample Population

Certain observations can be drawn regarding the teacher population from the distributions obtained while selecting Independent Variable Set I (see Appendix IV). While all of the teachers in the sample were "social-issues" teachers according to the original criteria, they differed considerably from each other in the following ways:

1. The percent of time spent on issues instruction.
2. The number of issues actually discussed.
3. The relative degree of controversiality with which they viewed the offered group of possible issues.
4. The reasons which they entertained for possible non-discussion of the various issues.
5. The number and the specific group of topics which they might possibly not discuss for any reason.
6. The stance which they preferred to maintain during issues discussions.
7. The degree to which they believed in student expression during issues discussions.
8. Certain demographic characteristics.

Thus, it appears that while "social-issues" teachers clearly differ from "non-social-issues" teachers on the criteria of selection, they differ considerably among themselves as well. These teachers appeared to have in common three characteristics in addition to those listed earlier as variables dropped from analysis. These are as follows:

1. All of these teachers, regardless of age, had been teaching a relatively short time (less than eight years).
2. On the question of teacher stance, none of these teachers perceived themselves as having ever deliberately stopped an issues discussion; and, overwhelmingly, the students agreed with them. (Only one teacher had any students who felt this action had occurred).
3. None of these teachers felt they had discussed fewer than 4 issues in the last month.

With regard to the total population, a few comments at least are worth making:

1. Very few students (17%) tended to perceive (as did half the teachers) that class maturity was a viably possible reason for non-discussion of issues. On the other hand, 35% of the students cited personal reasons, while the teachers avoided this choice entirely.

2. While only three teachers cited any issues as objectionable, and issues so identified by the teacher were not identified as having been discussed, almost half of the students (49%) perceived some of these issues as objectionable and 13% of the students perceived objectionable issues as being discussed, too.

3. While all of these teachers had been selected on the basis of self-identification as teaching issues 25% or more of the time, a significant number of their students (22%) did not share that perception and rated the classes lower than 25% time spent.

4. On number of issues discussed, 25% of the students perceived that the class had discussed less than four issues in the last month.

5. Only 13% of the students (and no teachers) perceived seven or more of the offered issues as being "Highly-Controversial."

On the other variables, a range of perceptions or attitudes occurred in both the teacher and student samples at least that was somewhat similar.

One final observation not illustrated clearly by the data speaks to the problems inherent in deciding what is or is not a "social issue" for a given individual. On the Michigan Social Issues questionnaires there were three opportunities for the sampled population of teachers and students to indicate that a given issue was "hot" to them. On one question they could indicate the issue to be "Highly-Controversial." On a second question they could indicate that they would object to the issue being discussed. On a third question they could list possible reasons for non-discussion. In studying the responses of the sample to these three questions very ambiguous results were obtained. It was perhaps not surprising to discover that not all topics identified as highly controversial were objected to or thought to have possible reasons for non-discussion. Nor was it too surprising that far more issues were identified as highly controversial than were objected to, or provided with possible non-discussion reasons. What did prove surprising to the investigator was the fact that those issues identified as personally objectionable and/or possibly objectionable to others were frequently identified as low-controversy topics. (This was true even in several instances in which students wrote in marginal comments indicating that conflict could arise over the discussion of the given issue). In attempting to discover possible reasons for this occurrence, it was observed that when students objected to an issue being discussed many times they did not perceive that issue as having been discussed (even when other classmates did). It may be, then, that the frequent low ratings on controversiality were assigned because objectionable topics were seen as taboo, and/or not in actual controversy, and the students did not consider and indicate the potential controversiality of "objectionable" issues. This relationship was not tested however. This finding, however, did demand modifications in the approach taken to developing issues--congruence which will be explained later.

Summary: Independent Variables Set I

Fifty variables were finally selected to be included in Independent Variables Set I (initial characteristics of the teacher, class and students). This set of variables included:

> Demographic characteristics (such as age, sex, community size, etc.).
>
> Attitudinal characteristics of the teacher and students regarding classroom instruction, in general, (such as belief in student expression).
>
> Perceptions of the teacher and students of actual classroom occurrences (such as percent of time spent on issues).
>
> Attitudes of the teacher and students regarding "the issues" (such as the number of items considered objectionable).
>
> Combined attitude and perception variables (such as the number of "objectionable" issues perceived as discussed).

It was hoped that this set of variables would enable the investigator to explore, broadly, the kinds of characteristics which appeared to relate to student evaluations of the teacher and the class. It would also be possible, given knowledge of the initial significance of these variables, to determine how much additional explanation was possible when considering congruence of attitude and perception on the same variables as established by Independent Variables Set II.

B. Independent Variables Set II: Congruence

Introduction

Fifteen of the initial perceptions or attitude measures were selected to be studied as congruence variables on the following criteria:

1. Both students and teachers varied on the measured perception or attitude across the sample.
2. Matched information (in terms of both question and coding) was available on the variable.

Developing the Variables

A special fortran program was written to develop three statistics which would yield the following information:

For Each Item and Each Individual Student

1. The congruence (or non-congruence) of the individual student with his/her own teacher on each variable.
2. The degree of non-congruence in the case of any variables that were not dichotomized.
3. The direction in which the student varied from the teacher. (For example, did he/she perceive less or more issues as being controversial?)

In addition, analysis was made which compared teacher/student and student/student perceptions of the thirteen offered issues as having been (or not been) discussed, and then, a final set of statistics was developed which compared teacher/student and student/student perceptions of the thirteen offered issues as "issues." These last variables were set at three points as follows:

1. The student or teacher in no way indicated that the offered topic was perceived as an "issue" by them.
2. The student or teacher identified the offered topic as highly controversial but did not object to it being discussed, and cited no possible objection to it being discussed other than pertinence.
3. The student or teacher identified the offered topic as objectionable, or cited possible reasons for non-discussion other than pertinence.

It is necessary to note that with regard to the three points on these measures, the position of the students at 3 (objection level) does not assume 2 (highly controversial identification), en passant. Students frequently objected to discussing or cited possible objections to discussing issues previously identified as not highly controversial.

On the perception of the thirteen offered items as discussed, the following summary statistics were developed:

1. The number of items on which the student corresponded with the teacher.
2. The percentage of classmates in agreement on all items summed and divided by the number of offered issues.
3. The summed number of issues on which the student's perception left him isolated (under 16% agreement with classmates).
4. The direction of non-congruence with the teacher (summed number of issues which the teacher perceived as discussed--student did not).
5. The direction of non-congruence with the teacher (summed number of issues which the student perceived as discussed--teacher did not).

On the perception of the thirteen offered topics as "issues," the following summary statistics were developed:

1. The summed number of items on which the student and teacher corresponded in perception.
2. The number of topics which the student perceived as an "issue," in any sense (highly controversial, objectionable, potentially non-discussable); but the teacher did not.
3. The number of topics which the teacher perceived as an "issue," in any sense; but the student did not.
4. The percentage of classmates in agreement with the student's perception across all offered topics (summed and divided by the number of offered topics).
5. The summed number of instances in which the student's perception left him/her isolated (under 16% agreement with classmates).

The fifteen initial perceptions or attitude items on which teacher/student and student/student congruence was obtained are as follows:

1. Belief in Student Expression.
2. Belief in "Traditional" Values.
3. The number of issues actually discussed.
4. The stance of the teacher in issues discussions.
5. The number of issues identified as objectionable.
6. The number of issues identified as highly controversial.
7. The number of issues identified as highly controversial (Discussed).
8. Whether or not any sanctions were cited as possible on offered issues.
9. Whether or not any offered issues were cited as possibly non-pertinent.
10. Non-pertinent issues (Discussed).

11. Whether or not any offered issues were cited as non-discussable because of possible student immaturity.
12. The degree of controversiality with which the offered issues were cited. (Thirteen issues times response (at 3 points) as collapsed and recorded).
13. The percent of time spent on issues discussions.
14. The number of topics on which any reason other than pertinence was cited for possible non-discussion.
15. The number of such topics discussed.

The congruence program was written to yield information regarding the congruence of students on each of the offered topics, although such data would not be used for further analysis in this study.

Descriptive Findings Regarding Teacher/Student Congruence - The Fifteen Matched Initial Variables

Analysis of the frequency distribution of the total sample over the teacher/student congruence variables made possible some descriptive comments about attitude and perception congruence as it occurred between our sampled "social-issues" teachers and their own students. (See Appendix V for Frequency Distributions of each congruence variable).

Of the initial attitude and perception items measured, fifteen were selected to test as congruence variables. It was discovered that these variables differed widely in overall teacher/student congruence over the total student sample. The highest teacher/student congruence on any variable was 53% agreement. This level was reached in teacher/student congruence on the two variables "Citing of Sanctions" and "Non-Pertinence" as reasons for non-discussion. The lowest congruence variable was "Belief in Traditional Socio-political Values," a variable on which the student/teacher agreement was only 27%. The following brief paragraphs describe the degree and direction of teacher/student congruence on each of the fifteen variables.

Belief in Student Expression: (32% Congruence)

This was a low teacher/student congruence variable, heavily weighted towards the student side. While only 56 students (16%) had lower "B.S.E." scores than their own teacher, 154 students (49%) had higher scores than their teachers. At the extremes (2 place non-congruence), only

13 students (4%) were much less approving of student expression, while 46 students (14%) were much higher in B.S.E. It appears students were considerably more committed to the expression of their own opinions than even their "social-issues" teachers.

Belief in Traditional Socio-Political Values: (27% Congruence)

This was the lowest of all the teacher/student congruence variables with only 27% congruence. Again, the balance of non-congruence was weighted toward higher student scores. One hundred and seventy-four students (56%) returned B.T.S.V. scores higher than their own teachers, while only 56 students (16%) had lower scores. There is some little surprise, at least in this finding, since one might expect to find high-school students less traditional than their teacher (especially in view of the usual picture of teachers as a "conservative" group). However, the sampled "social-issues" teachers were already a somewhat unique group by virtue of their criteria of selection, and it may be that this variable describes one of the characteristics which makes them unique.

Percent of Time Spent on Issues: (35% Congruence)

Non-congruence in this variable tended to be only one degree difference in which the teacher or the student perceived somewhat more or less class time as having been spent on issues. Extreme non-congruence only occurred in 20 instances (6% of occurrences). All of these instances of extreme non-congruence found the teacher perceiving the greater amount of class time spent on issues.

Number of Issues Perceived as Objectionable: (50% Congruence)

Teacher/student congruence was quite high on this variable, and since it has been previously established that teachers objected to almost no issues, we can assume that the bulk of the agreement was that no issues were objectionable. Only 5% of the students perceived less issues as objectionable than did their own teacher. The 45% of the students who perceived more issues as being objectionable were divided about equally between seeing slightly more and the extreme of seeing many more issues as objectionable.

Number of Issues Highly-Controversial: (49% Congruence)

Congruence was high on this variable as well. Again, the direction of non-congruence was weighted toward higher student perceptions of controversiality (only 8% of the students perceived less issues as highly controversial than did their own teacher). There was less tendency toward the extreme of non-congruence on this measure, though only 6% of the students perceived many issues as controversial while their own teacher perceived few or none.

Highly-Controversial Issues (Discussed): (45% Congruence)

There was less agreement between teachers and their own students on the number of highly-controversial issues that had been discussed. The weight of non-congruence split to both sides with 32% of the occurrences being students with higher perceptions and 21% of the occurrences being teachers with higher perceptions of the number of highly-controversial issues discussed. In about 13% of the occurrences students perceived many such issues as discussed while their own teacher perceived few or none.

Possibly Non-Pertinent Issues (Discussed): (44% Congruence)

There was moderate congruence on this variable with the weight on non-congruence tending to fall towards the teacher's perception that more possibly non-pertinent issues had been discussed (34% of the occurrences). The students were less likely to perceive that possibly non-pertinent issues had been discussed (22%) and unlikely to vary extremely in that direction (5%). On 10% of the occurrences the teacher varied to the extreme that many possibly non-pertinent issues had been discussed, while their own students perceived few or none as discussed.

Number of Issues (Possibly Non-Discussable for Reasons Other Than Pertinence): (30% Congruence)

This was one of the lowest congruence variables. The weight of non-congruence fell toward the teacher's perceiving of more issues as possibly non-discussable (41%) as compared to 29% of the occurrences where the students were higher. There was a high incidence at the extremes of non-congruence on this variable. In 19% of the occurrences the teacher perceived many more possible reasons for non-discussion. In the reverse, 13% of the occurrences found students citing many more such possible issues than their own teacher.

Issues (Possibly Non-Discussable for Reasons Other Than Pertinence (Discussed): (31% Congruence)

While displaying much the same patterns as the related variable discussed immediately previously, there is one marked difference in the adding of the perception "discussed" to the original view of the topics. Non-congruence tends to be much further to the extremes, particularly on the teacher's side. Twenty-six percent of the occurrences found teachers perceiving many "possibly non-discussable" issues as discussed, while their own students perceived few or none. Fifteen percent of the occurrences found students holding this higher perception, while their own teacher perceived few or no such issues as discussed.

Degree of Controversiality With Which Offered Topics Were Rated: (42% Congruence)

This was a moderate congruence variable. The weight of non-congruence split evenly, with the students having a higher controversial perception of the offered topics than did their own teacher's 29% of occurrences, and the teachers having the higher perception 29% of the occurrences. However, the students were more likely to vary to the extreme on this variable and view the offered topics as much more controversial than their own teacher.

Sanctions Offered as a Possible Reason for Non-Discussion: (53% Congruence)

This variable was one of the highest congruence variables, one on which teachers and students appeared to share perceptions within class. Where non-congruence occurred it split almost exactly evenly between teachers offering sanctions when their own students did not and the reverse circumstances.

Non-Pertinence Offered as a Possible Reason for Non-Discussion: (53% Congruence)

The second of the high congruence variables, this variable had the same characteristics as did "Sanctions Offered."

Maturity of the Class Offered as a Possible Reason for Non-Discussion: (43% Congruence)

The congruence on this variable was much lower than on the other possible reasons for non-discussion. The weight of non-congruence was heavily to the side of the teacher offering this reason while the students did not (46% of the occurrences). In only 11% of the occurrences did students offer this reason while their own teacher did not.

Number of Issues Discussed in Past Month: (34% Congruence)

There was moderate teacher/student congruence on this variable. The weight of non-congruence fell heavily in the direction of the teacher perceiving more issues as having been discussed than did his/her own students (53% of the occurrences). In only 13% of the occurrences did the students perceive more issues as having been discussed.

Teacher's Stance During Issues Discussion: (34% Congruence)

There was moderate teacher/student congruence on this variable. Where non-congruence occurred it was somewhat more likely that the teacher perceived himself/herself as exerting lower controls on the discussion than did his/her own students (38% of the occurrences). In 28% of the occurrences the students reported their teacher as being less controlling than his/her own perception.

Summary of Findings on Teacher/Student Congruence on the Fifteen Variables

1. Congruence on these fifteen variables ranged from 27% to 53% between teachers and their own students.
2. While there was always non-congruence in both directions, the heaviest weighting of non-congruence tended to have the following characteristics:
    (a) Students had higher belief in student expression than their own teachers.
    (b) Students had higher belief in "traditional values" than their own teachers.
    (c) Students were less likely to perceive that the majority of classtime was spent on issues.
    (d) Students perceived more issues as objectionable than did their own teachers.
    (e) Students perceived more issues as highly controversial than did their own teachers.
    (f) Students perceived that more highly controversial issues had been discussed than did their own teachers.
    (g) Students perceived that less possibly non-pertinent issues had been discussed than did their own teachers.
    (h) Students perceived fewer issues as possibly non-discussable for reasons other than pertinence than did their own teachers.
    (i) Students perceived fewer of these (above) issues as having been discussed.

(j) Students perceived the offered topics as more controversial than did their teachers.

(k) Students were much less likely to offer class maturity as a possible reason for non-discussion than were their own teachers.

(l) Students perceived less issues as having actually been discussed than did their own teachers.

(m) Students were likely to perceive their teachers as being more controlling of discussion than was the teacher's own perception.

Descriptive Findings Regarding Teacher/Student Congruence on the Offered Topics as Discussed/Not Discussed

Did the teachers and their own students agree on which issues had been discussed? Analysis of the frequencies which were obtained while developing these congruence variables made it possible to report the following findings regarding the relative teacher/student perceptions of the offered issues as discussed/not discussed in the last month in the same classroom.

As the percentage distributions on Table 15 below indicate, teachers were more likely to perceive all but one of these issues as having been discussed than were their own students. (The frequency distribution of actual students can be found in Appendix V). Teacher/student congruence on the issues as discussed/not discussed ranged from a low of 48% on the topic Marriage to a high of 90% on the topic Railroad Baron Era. This latter topic was the only one which no teacher was non-congruent in perceiving as discussed if his/her students did not agree. Race is the only topic no student perceived as discussed if the teacher did not agree.

TABLE 15

PERCENTAGE DISTRIBUTION OF STUDENT SAMPLE ON EACH OF THE OFFERED TOPICS AS DISCUSSED/NOT DISCUSSED INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH THE TEACHER

Topic	Teacher Discussed	Congruent	Student Discussed	Totals
Federal Aid	41%	48%	11%	100%
Race	30%	70%	0%	100%
Marriage	47%	48%	5%	100%
LSD	31%	60%	9%	100%
Management-Labor	31%	56%	13%	100%
Communism	25%	56%	19%	100%
Railroad Baron Era	0%	90%	10%	100%
Pornography	17%	73%	10%	100%
Biological Evolution	15%	75%	10%	100%
Family Planning	38%	51%	11%	100%
Censorship	24%	69%	7%	100%
Viet Nam	22%	76%	1%	100%

If the average is taken for congruence on the discussion/non-discussion of these issues, the resulting score is 64% perceptual agreement (about two-thirds agreement on topics as discussed). There is no way of knowing from the data whether or not these topics were, in fact, discussed. Furthermore, "discussed" could have ranged in meaning from a single brief mention of the topic to a full-scale planned lesson. On this basis it is not, perhaps, surprising that the congruence is so low. If, however, the teachers intended these issues to be discussed (especially those which they perceive as having been discussed), then this finding could be unfortunate. The intended gains from the discussion of issues would be lost if they were dealt with too cursorily.

Descriptive Findings Regarding Teacher/Student Congruence on the Offered Topics as "Issues"

One of the efforts which emerged during the process of developing the independent variables was an attempt to determine whether or not the offered issues were "issues" to the sampled individuals and in what sense. As previously explained in this chapter (see page 93), it was finally decided to set a three-point interval on each topic: (1) the topic was not considered as highly-controversial, or objectionable, nor was any possible reason offered for non-discussion (other than pertinence); (2) the topic was considered highly-controversial only; (3) the topic was considered objectionable or possible non-discussion reasons were given (other than pertinence), whether or not the topic was perceived as highly-controversial as well.

On this basis of indentification, how closely did a teacher and his/her own students agree on which of the offered topics were "issues"?

Analysis of the congruence frequencies on issues ratings of the twelve offered items, which were obtained while developing the congruence variables, made it possible to report the following findings (see Table 16 below for percentage distributions of congruence on each issue. The actual number of student frequency distributions can be found in Appendix V).

TABLE 16

PERCENTAGE DISTRIBUTIONS OF STUDENTS SAMPLED ON EACH OF THE OFFERED TOPICS RATED AS "ISSUES," INDICATING TEACHER/STUDENT CONGRUENCE & THE DIRECTION OF NON-CONGRUENCE FOR EACH ITEM

Topic	Teacher "Issue" (2 places)	Teacher "Issue" (1 place)	Congruent	Student "Issue" (1 place)	Student "Issue (2 places)	Total
Federal Aid	13%	2%	61%	11%	12%	100%
Race	3%	18%	36%	34%	9%	100%
Marriage	11%	3%	53%	10%	23%	100%
LSD	8%	17%	32%	30%	13%	100%
Management-Labor	0%	13%	65%	9%	13%	100%
Communism	7%	9%	44%	26%	13%	100%
Railroad Baron Era	0%	0%	88%	8%	4%	100%
Pornography	24%	11%	31%	10%	24%	100%
Biological Evolution	16%	3%	55%	11%	15%	100%
Family Planning	25%	13%	42%	8%	12%	100%
Censorship	6%	7%	54%	17%	16%	100%
Viet Nam	0%	10%	41%	43%	5%	100%

As can be seen on the above table, teacher/student congruence on the perception of the offered topics as "issues" ranged from a low of 31% agreement on the topic: Pornography to a high of 88% agreement on the topic: Railroad Baron Era. (This latter item was perceived as "not an issue" by both teacher and students on the basis of previous examination of the data.)

If the average is taken for teacher/student congruence over all the offered "issues," the resulting score is exactly 50%. This finding means, in effect, that a teacher had exactly a 50-50 chance of having the same perception of whether or not a topic was an "issue" as that of any given student in their class.

On the topics "Race," "Dope," and "Pornography" the teachers were least likely to share the students' perceptions of the issue as "an issue," when non-congruent "Race" and "Dope" were more often perceived as "issues" by the students than by their teachers.

"Pornography" shows an interesting non-congruence pattern. The difference in perception tends towards the extreme of non-congruence in both directions. In exactly 24% of the occurrences teachers considered this topic "hot" while their students did not perceive it as an issue at all; but in 24% of the cases the exact opposite was true. Pornography is also one of the only two issues on which, when non-congruence occurred, the teachers were generally more likely to have the higher "issue" perception. The other such issue is "Family Planning."

In general, when non-congruence occurred the students were more likely to perceive the offered topics as "issues" than were their teachers. This was particularly true with regard to the topic "Marriage" which 23% of the students perceived as a "hot issue" while their own teachers did not perceive it as an "issue" at all. Rather surprisingly, though, "Family Planning" was the reverse of this finding. Twenty-five percent of the occurrences on this topic found teachers viewing "Family Planning" as a "hot issue" while their own students did not perceive it as an "issue" at all.

Overall Summary and Conclusions Regarding Teacher/Student Congruence

On the basis of these data, considering all forty-one variables, it can be stated that our sampled "social-issues" teachers had about a 50-50 chance of sharing the attitudes and perceptions of their students regarding the "issues," attitudes toward instruction, and what had occurred in the class.

Regarding the issues as "issues," the students were more likely to perceive the twelve offered topics as "issues." They perceived more issues as personally objectionable and more issues as highly controversial; but, fewer issues as being "possibly non-discussable for reasons other than pertinence. Students were more likely to offer personal reasons for non-discussion but far less likely to offer maturity as a reason for non-discussion.

Regarding what had actually occurred in the class, students were less likely to perceive that the twelve offered issues had been discussed. They perceived less issues as having been discussed, in total, and reported that less time had been spent on issues than did their own teachers. Students felt that more highly-controversial issues had been discussed but that fewer "possibly non-discussable" issues had, in fact, been discussed. Finally, they tended to perceive their teachers as exerting somewhat more control on issues discussions than did the teachers themselves.

Regarding attitudes toward instruction in general, the students tended to have a higher belief in student expression of opinions during discussion than did their own teacher, but they also tended to be more "traditional" in their expectations of the teacher's role. They tended more often to feel that the teacher should "stick to the books," expect obedience for authority, and fulfill the "traditional" teacher role.

It appeared, then, that these congruence variables would measure real differences between teachers and their own students. The degree to which such congruence variance related to the students' evaluations of the teacher and the class would be explored next.

CHAPTER V

ANALYSIS ONE:

TESTING RELATIONSHIPS BETWEEN INDEPENDENT VARIABLES SET I (INITIAL TEACHER-CLASS AND STUDENT CHARACTERISTICS AND ATTITUDES) AND THE EVALUATIVE FACTORS

Introduction

Analysis one was run in two parts. The twenty-eight teacher-class variables from Independent Variables Set I were tested for relationships to the evaluative class-means on the four factors. The twenty-one student independent variables were tested against the individual student scores on the four factors. The purpose of this analysis was to determine which of these demographic, attitudinal and perceptual variables appeared to have initially significant relationships to evaluation. Such investigation would make it possible to compare the theorized effects of those characteristics to actual effects which they appeared to have on the evaluations of the sampled social-issues teachers. This analysis would also make it possible to determine the amount of initial impact of the attitude and perception variables in order to compare that initial impact to the results obtained when the same variable was considered in various states of teacher/student congruence in Analysis II.

A. Teacher-Class Characteristics Related to Class Means on the Evaluative Factors

For this analysis the dependent variables were the class means on the four evaluative factors as developed in Chapter Three, part three. The independent variables were the twenty-eight teacher-class variables from Independent Variables Set I, as developed in Chapter Four (initial demographic and attitudinal variables).

The method of analysis used was a "Blitz" Program available at the University of Michigan Computer Center, which yields Chi Square tests of significant relationship for non-parametric statistics. The four evaluative factors were designated as spread variables at 3 points-high, medium and low. The twenty-eight independent variables on teacher or class data were measured as control variables at 2, 3, or 4 points throughout.

Findings

Of the twenty-eight tested variables none proved significantly related to evaluative factors one,("General Appreciation")or three,("Critical Thinking Skills"of the Class) at the .05 level of significance or above.

Factor Two: (Purposiveness of the Class)

Three of the tested teacher-class variables proved significant on this variable. These variables appear on Table 17 below. The Chi Squares obtained, the degrees of freedom, and the level of significance are as indicated.

TABLE 17

INITIAL TEACHER-CLASS VARIABLES SIGNIFICANTLY RELATED TO "PURPOSIVENESS OF CLASS"

Variable	Chi Square	D.F.	Level of Significance
Teacher perception of stance in discussion	17.54	6	.01
Community: Urban, Rural, Suburban	9.51	4	.05
Non-pertinent issues (actually discussed)	9.88	4	.05

Analysis of the distributions of these variables (see Appendix VI) yielded the following findings:

Stance

The teacher's view of his own stance during issues discussion affects "Purposiveness of the Class"as perceived by the students. Six out of nine teachers who identified themselves as having moderate controls on discussion or who utilized issues discussions for ongoing learning, tended to be perceived by students as having highly purposive classes. Teachers with low controls on discussion were perceived as non-purposive (four out of five), while all three teachers with high controls were given only average ratings.

Community

In terms of urban, rural, and suburban location of the classes, there was a significant difference in mean responses to the purposiveness of the social-issues class. Four out of six urban classes tended to perceive such classes as highly purposive. Four out of seven suburban classes tended to view them as non-purposive. Small town or rural students, on the average, did not feel strongly in either direction (three out of four fell in the middle of the scale).

Non-Pertinence Cited as a Possible Reason for Non-Discussion (Issue Discussed)

Seven teachers perceived no issues as "possibly non-pertinent," and these teachers received moderate class ratings on purposiveness. Seven teachers identified some issues as "possibly non-pertinent" (and did not cite these issues as being discussed). These teachers received lower ratings on purposiveness, (four of their class means averaging at one). Three teachers cited some issues as being "possibly non-pertinent" (but identified them as having been discussed). These teachers all received high ratings on purposiveness.

Factor Four

On Factor Four (Maintenance Climate of the Class), five

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of the Independent Teacher-Class variables tested as significant. The following Table 18 indicates the variables significantly related to the class means on this factor. The Chi Squares, degrees of freedom, and levels of significance are as indicated.

TABLE 18

INITIAL TEACHER-CLASS VARIABLES SIGNIFICANTLY RELATED TO "MAINTENANCE CLIMATE"

Variable	Chi Square	D.F.	Level of Significance
Percent of issues class time	10.43	4	.05
Public-non-public school	12.37	2	.01
Sex of teacher	6.56	2	.05
Marital status of teacher	9.62	4	.05
Class type	14.46	4	.01

Analysis of the distributions on each of these related variables (see Appendix VI) yielded the following information:

Percent of Class Time Spent on Issues

Most of the teachers (eight of eleven) who identified themselves as devoting 25% to 50% of their class time to issues had moderate class means on the factor of classroom climate. The six teachers who taught "issues" over 50% of the time split (three and three); half being perceived as having low (or non-cooperative climates) and half being perceived as having high (or very cooperative climates).

Public, Non-Public School

Theee of the four sampled non-public school issues teachers were perceived as having low (or non-cooperative classroom climates). The public school teachers tended toward moderate evaluations (eight out of thirteen). Five of the remaining public school teachers (and one non-public school teacher) were perceived as having cooperative classrooms.

Sex of Teacher

Eight of the twelve sample men teachers had moderate and three had cooperative classroom climates. The five female teachers split to the extremes, two being perceived as having non-cooperative classroom climates and three as very cooperative.

Marital Status of Teacher

The eleven married teachers were perceived by their classes as having more cooperative climates than either non-married category (single or religious).

Class Type

The seven single discipline classes (history, economics, etc.) received moderate or mixed evaluations on climate. Interdisciplinary social studies classes were perceived as having more cooperative maintenance climates. The four classes which crossed subject lines (humanities approach) were ranked lowest in cooperative classroom climate.

Findings Including Variables at the .10 Level of Significance

Class means on the four evaluative factors appeared to be affected by few of the measured teacher-class initial variables. The failure to reflect greater differences may be at least, in part, a result of the small size of the sample for this kind of analysis. A number of the remaining variables fell just short of significance adequate for reporting; but were significant at .10 level of probability. With a larger sample it seems probable that they would have raised to significance. Four such narrow misses were:

1. Teacher cites immaturity as possible reason for non-discussion (Factor 4-Climate). (Such citing had a negative effect).
2. Teacher cites non-pertinence as a possible reason for non-discussion of issues (Factor 2-Purposiveness). (Such citing had a positive effect).
3. Teacher perceives possible non-pertinent issues as having been discussed (Factor 4-Climate). (Discussion had a positive effect).
4. Teacher perceives issues (possibly non-discussable for other reasons) as having been discussed (Factor 4-Climate). (Discussion had a positive effect).

If we include the above variables with the eight variables significant at .05 level or above, we can obtain some perceptions of the characteristics that appear to modify the class evaluations of social-issues teachers--at least in the areas of purposiveness and cooperative classroom climate. (As was noted previously, none of these variables were able to shed much light on "General Appreciation" or "Critical Think Skills" of these classes).

A. With regard to perceived "Purposiveness of the Class," it appeared that higher evaluations were given to teachers who had the following four characteristics:

1. They exerted moderate controls on issues discussion and/or used such discussions for ongoing learning.
2. They taught in urban schools.
3. They tended to perceive some issues as being potentially non-pertinent, but
4. They felt that some such issues had been discussed in their classes.

B. With regard to the factor "Maintenance Climate of the Classroom," it appeared that higher class evaluations were related to the following teacher-class characteristics:

1. Public school classes.
2. Interdisciplinary social-studies classes.
3. Married teachers.
4. Teachers who did not cite pertinence as a possible reason for non-discussion of issues.
5. Teachers who did not cite immaturity as a possible reason for non-discussion of issues.
6. Teachers who perceived some possibly non-pertinent issues as having been discussed (significant at .10 on this factor).
7. Teachers who perceived some issues (possibly none discussable for other reasons) as having been discussed.

Interpretations and Conclusions: Teacher-Class Variables

That urban students found "issues" classes most purposive is understandable in view of the fact that "issues" might very likely come closer to their own lives. This finding also correlates similar findings[1] which indicate that social-studies classes have more impact on urban, black, or lower S.E.C. students. The clustering of the non-married teachers in the non-public schools tends to indicate that these variables are intercorrelated. (Four of the six non-married teachers were in non-public schools). It seems highly probable that the less flexible disciplinary policies of the parochial and private schools within which these teachers work accounts for the lower ratings on cooperative maintenance climate which these teachers achieved.

That the interdisciplinary social studies classes were perceived as more cooperative than the single discipline classes can also be explained by the pressures on the single-discipline teacher (for example, the history teacher, formally to "cover ground" or transmit a pre-set body of curricular material). However, the investigator has no theory to explain why cross-subject classes should receive the lowest rating on classroom climates. More data would be necessary in order to investigate this occurrence.

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[1] M. Kent Jennings, "Impact of Social Studies on Political Attitudes of High School Students," presented as an address at the University of Michigan School of Education, October 1, 1968.

In those areas of attitude and perception which it was theorized might have effects on evaluation, a few related significantly when measured as teacher perceptions. The teacher was better evaluated if he/she intended to maintain moderate controls over the class. This finding corresponds with the theorized expectation that the students would desire the teacher to serve this leadership role. However, it should be noted that high controls were devaluated as well as laissez-faire controls. Indirect controls and the moderate use of authority have been established as the best leadership methods by prior studies,[2] and apparently such approaches apply in the social-issues class, as well.

The teacher's own view of the issues as controversial, objectionable, pertinent, etc., or his/her view on student expression did not appear to affect evaluations so much as did the actual occurrences in the class. (Percent of time, issues discussed, etc.).

The tendency of the teacher to perceive some issues as non-pertinent was a positive influence on evaluations of "Purposiveness." This same tendency negatively influenced the students' perceptions of the class as cooperative. The predetermination that the students might be too "immature" to discuss some issues also negatively influenced the students' perceptions of the class as cooperative. In all cases, however, moderate actual discussion of issues so identified rearranged the findings, and teachers who felt that such issues were discussed nonetheless received high ratings on cooperativeness.

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[2] Gage, Handbook of Research, pps. 474-478.

Thus, it can be considered as reasonably well established by the data that having prior perceptions on issues is not so important to high evaluations of a "social-issues" teacher as is the willingness to allow the class to explore areas which the students consider to be of interest or pertinence.

B. Student Characteristics Related to Individual Student Scores on the Evaluative Factors

For this analysis the dependent variables were the students' individual scores on the four evaluative factors as developed in Chapter Three, part two. The independent variables were the twenty-one student measures from Independent Variables Set I, as developed in Chapter Four (initial demographic and attitudinal variables).

The method of analysis used was a "Blitz" Program available at the University of Michigan Computer Center, which yields Chi Square tests of significance for non-parametric statistics. The four evaluative factors were designated as spread variables at 5 points and the twenty-one student demographic and attitudinal measures as control.

Findings

Factor One: General Appreciation

On factor one, six of the student initial characteristics or attitudes were found to be significantly related to the individual's scores on "General Appreciation of the Class and Teacher." These variables appear on Table 19 below. The Chi Square obtained, the degrees of freedom, and the level of significance for each variable are as indicated on this table.

TABLE 19

INITIAL STUDENT VARIABLES SIGNIFICANTLY RELATED TO "GENERAL APPRECIATION"

Variable	Chi Square	D.F.	Level of Significance
Belief in student expression	19.06	8	.02
Sex	15.51	4	.01
Grade point average	16.38	8	.05
Parental occupation	20.29	8	.01
Teacher stance	30.69	12	.01
Would object to any issues	19.26	8	.02

In addition to the above variables significant at .05 or above, one additional variable was significant at .10. That variable was the number of Highly Controversial Issues perceived as discussed.

An analysis of the distributions (see Appendix VI) involved yielded the following relationships between the two variables:

Belief in Student Expression

The 30 students with low belief in student expression clustered low in their liking for their "social-issues" teachers. The 109 students with moderate belief in student expression tended to cluster at moderate liking, and the 166 high belief in student expression students gave higher liking responses. Thus, these two variables had a direct positive relationship with each other.

Sex

The 146 boys in the sample tended toward generally lower liking for the teachers than the 163 girls.

Grade Point Average

Only 18 students identified themselves as having "A" grade point averages, and these students split between low and high liking for the "issues-teachers." The 119 students who identified themselves as "B" students distributed slightly positively over all five points of liking. Those students who reported "C or less" (155 students) tended to pick dead center while distributing over all five points.

Occupation

The 31 students whose parents had professional or semi-professional occupations had the least liking for "social-issues" teachers.

Those (147) children of the skilled-service and skilled-trades levels were somewhat more positive in liking, and the children of the laboring level occupation (85) were most favorable in general appreciation of these teachers.

Stance

Seventy-nine students perceived their teachers as exerting high controls on issues discussion. These students tended to have low liking for the teacher and the class. The 74 students who perceived moderate controls tended to give moderate evaluations, and the 93 students who perceived low controls gave yet higher liking evaluations. However, the generally highest liking scores were reported by the 65 students who reported that their teacher utilized discussions for ongoing learning.

Issues the Student Would Object to Having Discussed

The 159 students who did not identify any issues as being objectionable tended to give moderate to low liking scores to their teachers. The 79 students who perceived some few issues as objectionable reported high to moderate liking with the model score being very high liking. The 73 students who reported objecting to many issues tended to be moderate in their liking but were somewhat more likely to be very negative than very positive.

Factor Two: "Purposiveness of the Class"

Three of the initial student variables measured tested as significantly related to the student's perception of the purposiveness of the class. These variables are reported on

Table 20 below, with their Chi Squares, degrees of freedom, and level of significance.

TABLE 20

INITIAL STUDENT VARIABLES SIGNIFICANTLY RELATED TO "PURPOSIVENESS"

Variable	Chi Square	D.F.	Level of Significance
Sex	9.68	4	.05
Percent of issues time	16.28	8	.05
Maturity as non-discussion reason	9.75	4	.05

An analysis of the distributions obtained on these variables yielded the following information. (For distributions see Appendix VI).

Sex

The 146 boys in the sample tended to be generally, but not extremely, lower in evaluation of the classes as purposive than did the 163 girls. The most marked difference was at the extremes where more girls were likely to give very high ratings and boys to give very low ratings.

Percent of Class Time Spent on "Issues"

Those 66 students whose perception would have excluded their teachers from inclusion as "issues-teachers" (i.e., less than 25% instructional time), and the 94 students who perceived 25%-50% instructional time, both gave higher purposiveness ratings than the 155 students who responded 50% or above.

Student Perception of Immaturity as a Possible Reason for Non-Discussion of Issues

The 53 students who cited class immaturity as a possible reason for non-discussion of issues tended to view their classes as less purposive than the majority (258) of the students who did not share this perception.

Factor Three: "Critical Thinking Skills of the Class"

Two initial student variables tested as significantly related to this factor. The variables were:

1. Belief in Student Expression: significant at the .02 level, at 8 degrees of freedom, with a Chi Square of 19.65.
2. Belief in Traditional Socio-political Values: significant at the .01 level, at 8 degrees of freedom, with a Chi Square of 21.34.

In addition to these two variables, three other variables were "near-misses" significant at the .10 level. They were parental occupation, the number of issues perceived as objectionable, and student perception of teacher stance in issues discussions.

An analysis of the distributions (see Appendix VI) of students over these related variables yielded the following patterns of relationship:

Belief in Student Expression

The 30 students with low belief in student expression reported moderate evaluations of the critical thinking of their "issues" classes. The 109 students with medium Belief in Student Expression had almost the same pattern, save for a somewhat great range which placed 7 students in the "very high benefits" category. The 166 students who had high belief in student expression tended to perceive their classes as being considerably higher in critical thinking.

Belief in Traditional Social Values

This finding directly reverses the expected findings for the relationship between these two variables. It would have been expected that those students low in "traditional-values" would rate "issues-teachers" highest on logical benefits; but such is not the case. Seventy-one students scored low on "traditional-values" and these students give preponderantly low evaluations of their classes in terms of critical thinking. The 163 students with medium traditional values cluster around medium Logical Benefits scores as would be expected. The 69 students with high "traditional-values" scores gives the highest ratings to the classes on critical thinking.

The explanation that "traditional" students are simply more positively oriented regarding classes, in general, washes out in view of the fact that this variable did not relate to any of the other factors. One is led to believe that these "traditional" students are simply more concerned about critical thinking than are the rest of the students in the sample. If so, it is highly probable that the "issues" teachers sampled would be well perceived by such students since they would have an opportunity in such classes to exercise "logic," often not called upon in other learning situations.

Factor Four: Maintenance Climate of the Classroom

Only one initial student variable tested significantly on this factor; that variable was student sex: significant at the .01 level, with a Chi Square of 17.27 at 4 degrees of freedom. In addition, two other variables tested as "near-misses" at .10 level of significance. These variables were: student perception of maturity as a possible reason for non-discussion, and the number of issues the student perceived as possibly non-pertinent for discussion.

Sex

An analysis of the relationship involved (see Appendix 6) showed the expected distribution. The 163 girls perceived their classes as being more cooperative and less punitive than the 146 boys in the sample.

Summary: Interpretations and Conclusions Regarding Individual Student Findings

Judging from the individual student scores on the four evaluative factors tested as significantly related to at least one of the initial student variables measured, the factor most influenced by student characteristics and attitudes was "General Appreciation," with six related student variables. "Purposiveness" ranks next with three related student variables; then "Critical Thinking Skills" with two variables, and last, "Maintenance Climate" with only one related student variable.

General Appreciation

The "Generally Appreciated" social-issues teacher could be pictured as having students with the following characteristics:

1. They would more likely be girl students.
2. They would be students with high belief in student expression.
3. They would be students with "B" to "C" grade point averages.
4. They would be students whose parents have lower prestige occupations, especially students of laboring-class parentage.
5. They would be students who perceive the teacher as utilizing issues-discussions for ongoing learning.
6. They would be students who view one or two issues as being objectionable (but not very many).

Viewed in reverse, a "Generally Un-Appreciated" social-issues teacher would have students with the following characteristics:

1. They would more likely be boys.
2. They would have low belief in student expression.
3. They would have "A" grade point averages.
4. They would have professional parents.
5. They would perceive the teacher as being highly controlling of issues discussions.
6. They would either object to many issues being discussed or to none at all.

With regard to the demographic findings, the higher liking pattern of girls supports most of the available literature on boy-girl responses.[3] School has been called a "girl culture" and apparently this holds true even in social-issues classes.

It appears that the "average" student, in terms of both social background and educational success, liked the social-issues teachers better than did the "elite" student. One can apply Jennings'[4] "saturation point" theory to this finding as well. It is possible that the "elite" students would experience opportunities to explore areas of interest and express ideas, whatever the classroom style; and so, they are less responsive to added increments of the same opportunity. It is also possible that these "elite" students have had the benefit of being "authorities" in the traditional classroom where a single correct answer is desired. They may even feel a loss of influence in the more democratic atmosphere of the social-issues class. The "average" student, however, apparently responds positively to the more democratic atmosphere provided by the social-issues class. These "average" students are probably less motivated to learning the traditional, factual material for its own sake, and react positively to the immediate interest and pertinence of the issues approach.

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[3] Dorothy Westby Gibson, Social Perspectives in Education, New York: John Wiley, 1965, pps. 307-308.

[4] Jennings, "Impact of Social Studies."

In the area of attitudes and perceptions two of the theorized relationships were found to follow the directions expected given attitude theory. Students with a high belief in student expression of ideas and opinions did like the social-issues teachers and classes better than students with low belief in expression. It was also found that students were favorable in their evaluation of moderately controlling teachers as compared to laissez-faire teachers, which supports the theory that students expect teachers to serve a leadership role in the class. However, as was the case with the teacher attitudes previously analyzed, teachers who maintained high controls were poorly liked by their students. Taken together these findings tend to support Flanders'[5] picture of a successful classroom; one in which there is ample room for student talk in which the teacher maintains indirect controls but does not constantly use direct control over discussion and activity.

The theorized relationship between "objectionability of issues" and "liking" was only partially supported by these findings. While it was true that students who considered many issues objectionable were lower in liking of social-issues classes as expected, students who perceived some issues objectionable returned higher liking scores than those who perceived none to be objectionable. One possible reason for this occurrence is that an involvement level dimension may be affecting the responses of the "no objection" group. It may be that those students who mentioned some topics as objectionable were also students concerned about what went on in the class, while the "no objection" group included both concerned students who genuinely did "not object" to the issues being discussed and students who simply didn't care. If this was the case, the lower evaluations of this group on "liking of the teacher and class" could occur and the basic theorized relationship would still be true.

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[5] Ned A. Flanders, Teacher Influence, Pupil Attitudes, and Achievement, U.S. Department of Health, Education, and Welfare, Office of Education. Cooperative research monograph Mo 12, 1965, U.S. Printing Office, Washington, D.C.

The other three theorized relationships did not appear to hold, at least on evaluations of "liking of the teacher and class." Differences in the students' perceptions of issues as controversial, pertinent, or sanctioned by reference groups, did not appear related to the students' general liking of the social-issues class. These differences do affect evaluations in other areas, however.

Purposiveness

On the factor "Purposiveness" a positive evaluation was received from girls, students who perceive issues as occupying less than 50% of the class time, and students who did not feel that class immaturity was of concern where issues discussions were concerned.

The presence of sex on this factor, as on the other two factors, could probably be explained as before by the generally more positive attitudes of girls towards teachers and school as a whole. However, the other two variables needed to be interpreted in view of specific theoretical implications for issues instruction. This interpretation was aided somewhat by referring to the particular factor, questions which loaded on the factor, "Purposiveness." The type of statements included were: Sometimes things get "out of control" in this class and/or "this class fools around a lot." The direct relationship between such perceptions and the student's citing of his classmates as too immature for issues discussions can be drawn easily.

One must be led to believe by the findings that situations which fit the above descriptive statements occurred more often in the classes of very frequent issues teachers; or that, on the basis of our prior theory, students under stress in very frequent issues discussions felt that this was the case and reacted against the class in the area of "Purposiveness." Whichever interpretation is placed on this finding, it appears to warrant a fair warning to teachers who build the majority of their curriculum around issues discussions. Such teachers apparently would do well to place special emphasis on the "purposefulness" of issues discussion. The teacher-class variables previously tested may even suggest what might be the most important factor to be remembered: Teachers whose students knew that issues discussions would be utilized in ongoing learning responded positively regarding the "Purposiveness" of issues classes.

Critical Thinking Skills of the Class

The factor "Critical Thinking Skills of the Class" was discovered to be related to both of the two previously developed attitudinal scales, "Belief in Student Expression," and "Belief in Traditional Socio-political Values."

The positive relationship between high evaluations of issues classes as yielding "critical thinking skills" and high belief in student expression was as theorized. The more expression-oriented students would predictably value the opportunities available in issues classes to exchange and analyze ideas and gain new viewpoints.

What is less easily interpreted is the positive relationship between traditional scores and critical thinking scores. This is the only factor on which the B.T.S.V. variable significantly related to a measured evaluation. This "traditional" factor included such items as: "Obedience and respect for authority are the most important virtues students should learn," and "A teacher should stick to the material and schedule..." The theorized relationship was that where this variable made a difference students high on such opinions would give low evaluations to social-issues classes. Such classes, by their very nature, are less rigidly focused on schedules, texts, or discipline and authoritarian maintenance as the primary goal of instruction. In fact, the majority of the student findings clearly illustrate that these classes did not operate on these principles. Further investigation would be necessary to explain this finding. Seemingly, the best explanation that can presently be offered is a "spill-over effect" hypothesis which contends that "highly traditional" students are much more concerned with "critical thinking," that they would tend to give higher ratings on such measures to any teacher who was reasonably effective regardless of that teacher's "non-traditional" behavior. It is possible that the congruence study, which follows, will provide some further insights in this area.

"Maintenance climate of the class" was significantly affected only by student sex. The fact that girls perceived these classes to be less punitive, and were more positive in their views of the cooperative interaction was expected. That one would receive such a finding is almost an absolute-given, in terms of all previous findings regarding the disciplinary interaction of the classroom.

C. Findings: Combining the Teacher-Class and Individual Student Analyses

All of the significant variables related to the four evaluative factors were combined and considered in relationship to each other for this final set of comments regarding Independent Variables Set I. The list of the variables discussed can be found in Table 21 (see page 136). This table also indicates the factors on which the given independent variables loaded significantly, as well as the factors on which they "narrowly missed" being significant. This reporting of the "near misses" was done in order to be able to comment on the

TABLE 21

ALL INITIAL VARIABLES RELATED TO THE FOUR EVALUATIVE FACTORS

(Significant at .05 or above and at .10)

Variable	Teacher-Class or Student	Factors at .05 +	Factors at .10
Belief in student expression	S	"Gen. Apprec." "Crit. Thinking"	—
Belief in traditional values	S	"Crit. Thinking"	—
Sex	S	"Gen. Apprec." "Purposiveness" "Climate"	—
Sex	T-C	"Climate"	—
Grade point average	S	"Gen. Apprec."	—
Occupation of parents	S	"Gen. Apprec."	"Critical Thinking"
Teacher stance in discussion	T-C	"Purposiveness"	—
Teacher stance in discussion	S	"Gen. Apprec."	"Critical Thinking"
Issues objectionable	S	"Gen. Apprec."	—
% of classtime on "issues"	S	"Purposiveness"	—
% of classtime on "issues"	T-C	"Climate"	—
Non-pertinent (discussed)	T-C	"Purposiveness"	"Climate"
Maturity cited	S	"Purposiveness"	"Climate"
Public, non-public school	T-C	"Climate"	—
Marital status	T-C	"Climate"	—
Class type	T-C	"Climate"	—
Non-pertinence cited	T-C	—	"Purposiveness"
Number non-pertinent	S	—	"Climate"
Highly controversial (discussed)	S	—	"Gen. Apprec."
Other non-discussion reasons cited (discussed)	T-C	—	"Climate"
Maturity cited	T-C	—	"Climate"

degree of "non-significance" of initial variables which might be considered to be of concern in the "social issues" class.

By relating the two halves of this analysis it is interesting to note the reverse significance of teacher-class compared to student-initial variables in their relationship to three of the measured evaluations. Teacher-class initial characteristics had their greatest impact on "Climate of the class," a factor to which student characteristics proved negligibly related. In reverse, student initial characteristics were most frequently related to "General Appreciation," a factor on which the initial characteristics of the teacher and class made virtually no difference. Critical thinking related only to student characteristics. Only "Purposiveness" appeared to have its evaluation modified by a balanced number of teacher-class and student variables.

In all, only 17 of the variables on Independent Variables Set I proved to be significantly related to the evaluative factors. Of these, only two variables significantly related to more than one factor at or better than .05. Student sex related to three variables, and student belief in student expression related to two variables. Of the matched teacher/student variables only one related to the same factor. Teacher sex and student sex both were significantly related to the "Climate of the Classroom." Two other matched variables appear in Table 21 (stance and percent of time); but the factors they affected depended on whose perception was being measured, the teacher's or the student's.

With regard to the nature of the variables which tended to be related to evaluation, eight were demographic characteristics of the teacher, class, or students. Four variables were attitudinal (such as belief in student expression, the citing of issues as objectionable, etc.). Four variables were perceptual in the sense that they dealt, presumably, with concrete or actual behaviors or occurrences (stance and percent of time spent on issues). The remaining variable was a combined attitude and perception variable, in which the individual first considered an issue to be non-pertinent and then perceived it as having been discussed.

If the "near misses" are studied (variables significant at .10 but not at .05), then, as illustrated on Table 21, five additional variables are added to the list of related independent variables. Two of these additions would have the effect of raising three out of the four original attitude-perception variables to the level of consideration. "Highly Controversial Issues (Discussed)" and "Reasons for Non-Discussion Other Than Non-Pertinence (Discussed)" would both be related to an evaluative factor. What made this observation worth noting is the fact that the combined attitude-perception variable that one might expect to be significant does not appear. Objectionable Issues (Discussed), which theoretically could be hypothesized to have a negative relationship to the evaluative factors, simply does not. Moreover, it is worth emphasizing again that the direction of the relationship to evaluations where these combined variables occur is not negative but positive. The perception of issues as having been discussed, even when they have been identified as "Highly Controversial," "Possibly Non-Pertinent," or "Possibly Non-Discussable for Reasons Other Than Non-Pertinence," has a positive effect on the students' evaluations of "social-issues" classes and teachers.

Summary: Conclusions Regarding Analysis One

The two halves of Analysis I attempted to determine the degree to which student evaluations of the sampled "social-issues" teachers were affected by initial characteristics of the teacher, the class, or the individual student. Independent Variables Set I included: demographic information on the teacher and students, perceptions of actual occurrences in the classroom, (such as the number of issues discussed), attitudes (such as belief in student expression), attitudes regarding "the issues" (such as the citing of given issues as non-discussable), and finally mixed attitude-perception variables (such as topic being objectionable and discussed). Of the fifty measured initial characteristics, attitudes and perceptions, seventeen proved to be significantly related to evaluations of the sampled social-issues teachers and classes. Only eight (out of twenty-eight) initial teacher-class variables tested as significantly related to the evaluative class means. These eight variables were related to only two of the factors. It appeared that the teacher-class characteristics, related primarily to student perceptions of the order, purpose, and disciplinary climate of the class. Teacher-class characteristics did not appear to relate to student evaluations of "General Appreciation" or "Critical Thinking Skills Gained."

Since the factors "Purposiveness" and "Maintenance Climate" measured the two areas of leadership concern, task achievement and group maintenance, it is not surprising that some teacher characteristics would relate to evaluations on these factors. However, the majority (five) of the significant teacher-class variables were demographic characteristics of the teacher or the class, only indirectly relative to the fact that these were social-issues teachers.

1. Teacher sex (related to "Climate").
2. Teacher Marital Status (related to "Climate").
3. Urban-Rural-Suburban Class (related to "Purposiveness").
4. Public-Non-Public School (related to "Climate").
5. Type of Class (as single discipline, interdisciplinary) (related to "Climate").

Since it can scarcely be recommended that teachers change their demographic characteristics, it only serves to point out that the most "successful" social-issues teachers were married men and women in urban public schools with interdisciplinary social-studies classes. Teachers other than such described might have somewhat more difficulty with evaluations of their leadership role as social-issues teachers.

Only three of the significant teacher-class variables were perceptions relating to social-issues instruction, and all of those were of actual behaviors rather than general viewpoints.

1. The percent of time spent on issues (related to "Climate").
2. The teacher's stance in issues discussion (related to "Purposiveness").
3. The discussion of "possibly non-pertinent issues (related to "Purposiveness").

Interpretation and recommendation with regard to these variables in view of the original attitudinal theory will be made further on in this summary. At this point it suffices to say that the teacher's own perception of his/her role behavior as moderate (in time spent and controls exerted) tended to result in the most positive student evaluations and this finding is supported by most leadership studies.

Insofar as student evaluations were concerned, the variance between these teachers in terms of general attitudes on the issues and issues instruction did not make any significant evaluative difference.

Nine (of the twenty-one) initial student variables tested as significantly related to student scores on the evaluative factors. It appeared that these student characteristics were more explanatory of evaluations of "General Appreciation" and "Critical Thinking" than were the teacher-class variables; however, some student variables were significantly related to all four evaluative factors.

Three demographic characteristics of the student tested as significant:

1. Sex (related to "General Appreciation," "Purposiveness" and "Climate").

2. Parental occupation (related to "General Appreciation").
3. Grade-point average (related to "General Appreciation").

Girls were more favorable in their evaluations as would be expected given the research on boy-girl differences in reaction to school. That "average" students liked the social-issues teachers and classes better was interpreted to be due to the greater opportunity for participation and the more immediate interest and relevance of the content.

In addition, six student variables that measured perceptions or attitudes related to social-issues instruction proved significantly related to evaluation:

1. Belief in student expression (related to "General Appreciation" and "Critical Thinking").
2. Belief in traditional values (related to "Critical Thinking").
3. Teacher stance in issues discussions (related to "General Appreciation").
4. The number of issues perceived as objectionable (related to "General Appreciation").
5. Perception of immaturity as a reason for non-discussion of issues (related to "Purposiveness").

The remaining twelve student variables proved insignificantly related to evaluations at least insofar as initial influence was concerned.

It was hypothesized at the outset of the study that certain of the measured attitudinal and perceptual variables would be significantly related to differences in evaluations of social-issues teachers and classes. Attitude theory was used to indicate the expected relationships between the attitude and perception variables and evaluations. The following conclusions could be reached regarding the theorized relationships based on the findings of this study:

Student Expression

This was the only one of the expected relationships clearly supported by the findings of the study. The students with a high belief in student expression were more favorable in their evaluations of social-issues teachers and classes as expected. Students with low belief in student expression were lower in their evaluations. This variable affected student evaluations on two of the four factors: "General Appreciation," and "Critical Thinking." Given the expected relationship, the question, then, is what implications would this finding have for social-issues teachers? Do they have real concerns for devaluation on the basis of variance in belief in expression? By and large, the answer is "no." As was previously reported, by far the majority of students had high Belief in Student Expression. Only 30 of the sampled (311) students were low in Belief in Student Expression. The number of clearly negative evaluations for all students on either of these factors was also low (32 negative evaluations on critical thinking and 43 negative evaluations on liking). The intersect between the two variables at the low-low end contained only 1% of the total student population in the case of either factor. Interpreted, this means that one student in a hundred would be a low B.S.E. student returning low evaluations of the teacher and the class. At the other extreme, 10% and 13% of the students (respective of factor) would classify as high B.S.E. students responding very positively to social-issues classes. In essence, the probability of social-issues teachers "disaffecting" low B.S.E. students is very low. The far greater probability is that students will have high B.S.E.'s and be favorable in evaluation of social-issues teachers and classes.

Teacher Role

It was theorized that students had fairly high "role expectations" in terms of traditional teacher behavior. The question this raised was whether or not social-issues teachers would be devaluated due to their non-traditional instruction. Two variables enabled exploration of this question: The first was "Belief in Traditional Values" which measured general attitudes on this topic; the second was "Teacher Stance" which measured perceptions of the actual teacher behavior during discussions (from high to low controls). Inthe case of actual behavior or stance, the theorized relationship was found only partially true. As previously discussed, moderate controls and utilization of discussion produced favorable evaluations on the three factors affected: "General Appreciation," "Purposiveness" and to a slight degree "Critical Thinking." Respective of factor, 7% to 10% of the student population returned negative evaluations of teachers who were not moderately in control; so there was some real possibility of "disaffect" occurring. However, this "disaffect" about balanced itself evenly in terms of the teacher being high or low in controls. For purposiveness, the benefit went to high controls; for general liking, the benefit went to low controls. In answer to the original question, then, did these teachers appear to be devaluated due to "non-traditional" or low authority behavior? The answer would appear to be that it was possible in about 5% of the cases. But it was just as possible that they would be devaluated for "traditional" or high authority behavior.

On the one factor where there was "Belief in Traditional Values," the general attitude measure was significantly related to evaluations and the theorized relationship was completely reversed. Low "traditional" students gave the social-issues teachers low ratings on "critical thinking." "High traditional" students returned positive evaluations.

In terms of the general question, it can certainly not be said that the social-issues teacher was devaluated because of "traditional role expectations." If anything, they benefited by their difference. It would be interesting to see the "non-traditional" students' evaluations of a "traditional" teacher. Perhaps the negative evaluations were given because these teachers were still too "traditional" for them.

Pertinence

The theorized relationship on this dimension was that perception of many issues as non-pertinent and many such issues as discussed would result in negative evaluations of the teacher and class. Three variables measured this dimension: Pertinence offered as a reason for non-discussion; number of issues perceived as non-pertinent; and number of non-pertinent issues discussed. The last of these variables was the only one significant at the .05 level or above, and then only as a teacher perception not as a student perception. As was indicated before, the theorized relationship was reversed and good evaluations related to the teacher perceiving that possibly non-pertinent topics had been discussed. The real surprise is that this relationship is to the factor purposiveness which is the one area in which teachers might be the most concerned with regard to the discussion of non-pertinent issues. The student's own perception of non-pertient issues as having been discussed made no significant difference to evaluations on any factor (only 2% of the student samples were negative in evaluation and high in the perception of non-pertinent issues as discussed). It should be noted that few (43) students felt that non-pertinentissues had been discussed in any case. Social-issues teachers appear to have very little to be concerned about in this area. In fact, it is recommended that the teacher allow possibly non-pertinent issues to be discussed if students see some reason for doing so.

Objection to Issues

The theorized relationship was that the perception of many issues as objectionable, and many such issues as discussed, would have a negative effect on evaluations. Before interpreting this relationship, it must be pointed out that the social-issues teachers perceived hardly any issues as objectionable and virtually no such issues as discussed. Approximately half the students perceived issues as objectionable; but only 13% of the students perceived such issues as discussed. The perception of such issues as discussed had no effect on any evaluation measured. The student's overall perception of issues as objectionable did relate significantly to evaluations on general appreciation. As was theorized, the perception of many issues as objectionable did result in lower evaluations of social-issues teachers. However, the student's perception of some issues as objectionable resulted in more favorable evaluations, so no direct relationship existed between the variables. Of the number so responding, 23% of those who perceived many issues as objectionable returned negative evaluations, while 12% of those perceiving no issues objectionable returned negative evaluations on liking. Of those students who perceived some issues objectionable, 7% returned negative evaluations.

In terms of the theory, however, it must be concluded that the quarter of the students who perceived many issues as objectionable were more likely to be disaffected. The occurrence included approximately 5% of the total sample indicating that one out of twenty students might be so affected.

Controversiality of Issues

The theorized relationship was that the more controversial the issues were perceived to be, the more highly controversial issues perceived as discussed, and the greater the percent of time spent on controversial issues, the lower the evaluations would be of the teacher and the class.

This theorized relationship only held up in the case of percent of time spent on issues. The student or the teacher perceiving that over 50% of the class time was spent on controversial issues resulted in negative evaluations of the class as cooperative and purposive. It appeared, however, that it was purely the amount of time spent and not the controversiality of the issues that mattered. The variables measuring "degree of controversial perception" and "number of issues highly controversial" were not significantly related to any variable. The actual discussion of "highly-controversial" issues had a slightly positive effect on "general appreciation" of the teacher. By and large, it must be concluded that the theorized relation simply did not exist in the sample. Social-issues teachers did not appear to need to be concerned about the controversiality of the issues discussed.

Sanctions from Reference Groups

The theorized relationship was that students who perceived many sanctions or many sanctioned issues as discussed would be cross-pressured and that this stress would result in devaluation of the teacher and class. Three variables measured this dimension in whole or in part: sanctions cited, number of issues possibly non-discussable (for reasons other than pertinence); and issues (other) discussed. None of these variables supported the theory of cross-pressure reactions. The only variable which was even a "near-miss" was "issues (other) discussed," and to the degree that this variable related to evaluation, the perception of the issues as discussed was beneficial to evaluation. Again, it appears that social-issues teachers need not be concerned in this area.

Maturity

While the significance of this variable had not been theorized, it was discovered to be a genuinely important perception on the part of both the teacher and the student. When the teacher cited immaturity as a possible reason for non-discussion, it slightly related to poor evaluations of the class as cooperative. Few students, themselves, cited immaturity as a possible reason for non-discussion, but when they did, 20% of them returned poor evaluations on the class as purposive. To some degree student perceptions of maturity also resulted in poor evaluations of the class as cooperative. It appears that the social-issues teacher has real concerns in this area which had not been foreseen.

General Comments

In general, while the theorized relationships did rather badly over Analysis I, the cause of social-issues instruction did very well. Few of the areas of expected concern proved to be, in fact, real problems. Those few problem areas were, by and large, within the teacher's control to modify (i.e., percent of time, stance, etc.). Only the student's perception of many issues as objectionable or his concern for classmate maturity would necessitate special handling in order to avoid evaluative losses.

CHAPTER VI

TESTING RELATIONSHIPS BETWEEN TEACHER/STUDENT CONGRUENCE (INDEPENDENT VARIABLES SET II) AND THE EVALUATIVE FACTORS

Introduction

For this analysis the independent variables were the thirty-nine teacher/student congruence variables as developed in Chapter IV, part two. Fifteen of these variables were attitudes and perceptions previously studied in Analysis I as initial characteristics of either the teacher or the student. Congruence analysis would measure these same attitudes and perceptions, again, adding the dimension of congruence or non-congruence between the teacher and the student. Twelve congruence variables used in Analysis II were the perceptions of the offered topics as "issues." The remaining variables were perceptions of the offered topics as discussed. These last two sets of variables were tested only as congruence variables.

The dependent variables for this analysis were the students' individual scores on the four evaluative factors, at five points from negative evaluation to very high evaluation.

Since the congruence variables were non-parametric statistics, the Blitz program was again utilized for analysis (see Appendix II for a description of this program).

Because of the number of variables involved, levels of significance were reported on all variables, but only the significant variables were explored and explained. The one exception to this rule was in the case of a variable, significant when measured as an initial characteristic, but proved to be insignificant when congruence was considered. Such variables were also discussed if they occurred.

Relationships Between the Teacher/Student Congruence Variables and Factor I: General Appreciation of the Class and the Teacher

General Findings

Seven of the measured teacher/student congruence variables proved to be significantly related to the student's general appreciation of the teacher and the class.

Tables 22, 23, and 24 which follow on pages 152, 153, and 154 show the Chi Squares and level of significance obtained on all the variables measured, as well as those variables which tested as significantly related to Factor I.

Three of the significant congruence variables had been previously tested as initial characteristics of the teacher or the student. These variables were "Belief in Student Expression," "Degree of Controversiality" with which the offered issues were perceived, and "Immaturity" given as a

TABLE 22

RELATIONSHIPS OF FIFTEEN TEACHER/STUDENT CONGRUENCE VARIABLES TO FACTOR I: "GENERAL APPRECIATION"

Variable	Chi Square	D.F.	Level of Significance
Belief in Student Expression	30.83	16	.02*
Belief in Traditional Values	12.00	16	NS
Percent of Time	23.95	16	NS
# of Issues Objectionable	23.81	16	NS
# of Issues Highly Controversial	9.22	16	NS
Highly-Controversial (Discussed)	19.71	16	NS
Non-Pertinent (Discussed)	19.88	16	NS
Degree of Controversiality	26.79	16	.05*
# of Issues Reasons for Non-Discussion other than Pertinent	9.03	16	NS
Other (Discussed)	15.21	16	NS
Sanctions Given	9.15	8	NS
Non-Pertinence Given	8.89	8	NS
Maturity Given	15.43	8	.05*
# of Issues Discussed this Month	13.13	16	NS
Stance	24.76	16	NS

NS = Not Significant

* Significant Variables

TABLE 23

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE:
"PERCEPTION OF THE TWELVE OFFERED TOPICS - AS ISSUES"
TO FACTOR I: "GENERAL APPRECIATION"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	24.82	16	NS
Race Relations	30.41	16	.01*
Marriage	23.21	16	NS
LSD	24.00	16	NS
Management-Labor	15.84	16	NS
Communism	17.39	16	NS
Railroad Baron Era	13.00	16	NS
Pornography	19.35	16	NS
Biological Evolution	25.67	16	NS
Family Planning	18.36	16	NS
Censorship	33.06	16	.01*
Viet Nam	16.49	16	NS

NS = Not Significant

* Significant Variables

TABLE 24

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE PERCEPTION OF THE TWELVE OFFERED TOPICS AS "DISCUSSED-NOT DISCUSSED" TO FACTOR I: "GENERAL APPRECIATION"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	20.34	8	.01*
Race	7.50	8	NS
Marriage	6.22	8	NS
LSD	16.13	8	.05*
Management-Labor	8.55	8	NS
Communism	7.25	8	NS
Railroad Baron Era	3.79	8	NS
Pornography	8.05	8	NS
Biological Evolution	8.88	8	NS
Family Planning	11.82	8	NS
Censorship	7.11	8	NS
Viet Nam	13.35	8	NS

NS = Not Significant

* Significant Variables

possible reason for non-discussion. These variables were related to general appreciation at the following levels of significance compared to prior tests (see Table 25).

TABLE 25

TEACHER/STUDENT CONGRUENCE VARIABLES SIGNIFICANT ON FACTOR I: LEVELS OF SIGNIFICANCE AS COMPARED TO PRIOR TESTS

Variable	Significance on Initial Teacher Test	Significance on Initial Student Test	Significance on Congruence Test
Belief in Student Expression	NS	.02*	.02*
Degree of Contro-versiality	NS	NS	.05*
Maturity Given as Non-Discussion Reason	NS	NS	.05*

* = Significant Variables
NS = Not Significant

As Table 25 shows, "Belief in Student Expression" remained constant as an influence on "General Appreciation," whether measured as only a student attitude or measured as a matched perception. However, the other two variables, "Degree of Controversiality" and "Maturity" both gained greatly in influence when teacher/student congruence was considered.

Two variables that had previously tested as significantly related to Factor I lost some significance when tested as congruence variables. These variables were:

1. Teacher Stance: Not significant as a teacher perception;at .10 level of significance as a congruence perception; but significant at the .01 level as a student perception.
2. Number of Issues Objectionable: Not significant as a teacher perception, significant at the .10 level as a congruence variable; but significant at the .05 level as a student perception.

It appears that congruence had less effect on "General Appreciation" than did initial student perceptions where Stance and Objections were concerned. Congruence had about the same effect as initial student position on Belief in Student Expression. However, teacher/student congruence catapulted two variables from very low relationships to General Appreciation to the level of significance.

Two of the twelve congruence variables that measured agreement on the offered topics as "issues" showed significant relationships to General Appreciation" (see Table 23). The topics involved were "Race Relations" and "Censorship," both significant at the .01 level.

Two of the twelve congruence variables that measured agreement on which issues had actually been discussed also tested as significantly related to "General Appreciation." The topics involved in this case were "LSD" and "Federal Aid."

Specific Relationships

The following discussions deal with the specific congruence relationships involved in each of the seven variables significantly related to "General Appreciation." The effect which degree and direction of congruence appeared to have with regard to Factor I will be explored.

1. Belief in Student Expression: Previous findings established the fact that this variable was a low congruence variable; that students tended to be much higher in their belief in student expression; and that high "B.S.E." students were generally favorable in their evaluations of their teachers.

The further effects of congruence on this variable were best discussed in terms of gain/loss in appreciation given the state of congruence. This effect was best illustrated by comparing the extremes of non-congruence as was done on Table 26. (See page 158.)

The inescapable conclusion indicated by this table was that it did not hurt the teacher's evaluation to have a much higher belief in student expression than the students; but it did depress evaluations if the teacher had a much lower belief. Although "High Belief in Student Expression" students were known to be generally favorable in their appreciation of the sampled teachers, their evaluations went down if the teacher was much lower in belief in student expression.

TABLE 26

COMPARISON OF OCCURRENCES AT THE EXTREMES OF NON-CONGRUENCE ON BELIEF IN STUDENT EXPRESSION OVER FACTOR I: "GENERAL APPRECIATION"

(Row Percentages Reported with Actual Number of Occurrences)

	Position on General Appreciation					
Extreme of Non-Congruence	Negative	Undecided	Undecided Positive	Positive	Very Positive	Total
Teacher Higher BSE Occurrence N = 13	0	15%	54%	15%	15%	100%
Student Higher BSE Occurrence N = 13	30%	13%	11%	20%	26%	100%

2. Degree of Controversiality: Previous finding established the fact that this was a moderate congruence variable; that non-congruence occurred in both directions and that initial teacher or student perceptions on this variable were poorly related to student evaluation of the teacher on the factor General Appreciation. The effects of congruence on this variable are best illustrated by comparing the distribution of the congruent student with those at the extremes of non-congruence as is done on Table 27 (p.159).(The small N of student in the first row necessitated using the actual occurrences on this table.)

TABLE 27

COMPARISON OF CONGRUENCE TO EXTREME OF NON-CONGRUENCE

	Position on General Appreciation				
Congruence Position	Negative	Undecided	Undecided Positive	Positive	Very Positive
Teacher Much Higher Controversial Perception Occurrence N = 12	2	3	4	2	1
Congruent Occurrence N = 132	15	24	35	27	31
Student Much Higher Controversial Perception Occurrence N = 36	11	11	9	5	0

This table indicated that students who had much higher perceptions of the "controversiality" of the offered topics tended to return the lowest evaluative scores given the number of occurrences. There was some indication that non-congruence in the opposite direction would also have a depressing effect on evaluation. This suspicion was borne out by an examination of the total distribution as illustrated on Table 5 (Appendix VII). This table showed that the students become somewhat lower in their appreciation of the teacher and class if there was extreme non-congruence in either direction. The real evaluative gain on this variable appeared to lie in teacher/student congruence.

3. Maturity Given as a Possible Reason for Non-Discussion: Previous findings had clearly established this variable as a low congruence variable, but it did not relate significantly to student evaluations on Factor I as either an initial teacher or initial student characteristic. The effects of teacher/student congruence or non-congruence on this variable were marked as illustrated by percentage Table 28 below.

TABLE 28

CONGRUENCE DISTRIBUTION ON "MATURITY" OVER FACTOR I

	General Appreciation						
Maturity Congruence	Neg.	Undec.	Undec. Pos.	Pos.	Very Pos.	Totals	Occurrences
Teacher Gave Maturity as Reason	18%	19%	25%	25%	20%	100%	144
Congruent	13%	26%	23%	18%	20%	100%	135
Student Gave Maturity as Reason	28%	15%	34%	12%	9%	100%	32

As can be seen in this table, lower evaluative scores were given by the few students who perceived class immaturity as a possible reason for non-discussion of issues, when their own teachers did not share that perception. Congruence was a less positive influence on this variable than was the non-congruent perception "Teacher Gave Maturity as a Possible Reason--Student Did Not." Interpreted in terms of gain and loss in evaluation, it would appear that the teachers could afford to consider class immaturity as a possible reason for non-discussion without concern for a loss in liking. On the other hand, the 10% of the students who were concerned about immaturity would represent a loss in "General Appreciation" for the class and teacher if they were non-congruent with the teacher.

4. Race Relations: Congruence on Topic as an Issue: Previous analysis indicated that this topic was a low-congruence issue and that the students tended to perceive Race as a "hotter issue" than their own teachers. There was high congruence between teachers and students that Race had been discussed. However, where non-congruence on discussion occurred the teachers felt discussion had taken place while the students did not agree. Teacher/student congruence on the perception of this topic as an "issue" was positively related to the student's evaluation of the teacher and class on Factor I General Appreciation. Loss in evaluation occurred with non-congruence in either direction (see Table 6, Appendix VII, for the Chi Square distribution of Race Relations over Factor I General Appreciation).

5. Censorship: Congruence on Topic as an Issue: This topic was much more likely to be perceived as a "hot issue" by the teachers than by their own students, and teachers were more likely to feel the topic had been "discussed" than their own students. As on the topic Race, congruence of teacher/

student perception of this topic as an "issue" was positively related to high evaluations of the teacher and the class. Where non-congruence occurred regarding censorship, the few students who perceived this topic as more of an issue than their teacher were more disaffected than those whose teachers held the higher "issue" perception. (See Table 7, Appendix VII for the Chi Square distributions of Censorship over Factor I General Appreciation.)

6. Federal Aid: Congruence on the Topic as Discussed: This topic was established by previous findings to be a low congruence item in both senses. As an "issue" it was mixed with some students and some teachers perceiving it as "hotter." Where non-congruence occurred regarding discussion, the teacher was much more likely to feel that the topic had been discussed. Non-congruence on discussion affected the student evaluations of the class and the teacher in terms of general liking and appreciation as measured by Factor I General Appreciation. Again, as on the previous topics, congruence tended to be positively related to good evaluations, and non-congruence in either direction related to some loss in appreciation.

7. LSD: Congruence on the Topic as Discussed: This topic was established by previous findings to be more of a student "issue." There was fairly high congruence regarding whether or not discussion had taken place; but where non-congruence occurred regarding discussion, the teacher felt

the topic had been discussed but the student did not. This non-congruence on discussion affected the student's evaluation of the teacher on liking or "General Appreciation." On this item as on the previous two topics congruence of perception was positively related to high evaluations. Loss in evaluation occurred with non-congruence in either direction. (See Chi Square Distribution of LSD over Factor I in Appendix VII).

Summary: The Effects of Congruence on Factor I: General Appreciation

While, by and large, it can be said that teacher/student congruence on the measured attitudes and perceptions improved student liking and appreciation, this did not always prove to be the case. Nor did it always follow that non-congruence produced negative evaluations in terms of liking of the teacher and class. On certain perceptions it apparently aided evaluations when the teacher was "out of step" with his/her students. This was particularly true with regard to "Belief in Student Expression," and "Maturity as a possible reason for non-discussion." On these two variables the teachers could well afford to be higher in perception than their pupils, but could ill afford to be lower if high appreciation evaluations were desired.

On the perception of potential topics as being lowly, moderately or highly controversial, it appeared that congruence of the teacher and student yielded the best appreciation evaluations, but when non-congruence occurred it was probably better for the teacher to have the higher perception of controversiality.

Congruence on whether or not the specific topics "Censorship" and "Race Relations" were "issues" improved the student's liking of the teacher and class, with a slight possibility that the teachers should have the higher "issues" perception.

On the topics "Federal Aid" and "LSD" as discussed/non-discussed, it benefited the teacher to be in agreement with his/her students on whether or not the topic had been discussed, and negative evaluations occurred with disagreement in either direction.

Relationships Between the Teacher/Student Congruence Variables and Factor II: "Purposiveness of the Class"

General Findings

Fifteen of the measured teacher/student congruence variables related significantly to the students' evaluations of their classes as "purposeful." This number of significantly related congruence variables is far greater than the number relating to any other factor; indicating that congruence of attitude and perception is far more influential on students' evaluations of the teacher and class in terms of "task at hand" than on any other evaluation. The extremely high levels of significance reached by many of the congruence variables related to this factor also supports this conclusion. See Table 29, p. 165. It

TABLE 29

TEACHER/STUDENT CONGRUENCE VARIABLES SIGNIFICANT ON FACTOR II: LEVELS OF SIGNIFICANCE AS COMPARED TO PRIOR TESTS

Variable	Signif. on Initial Teacher Test	Signif. on Initial Student Test	Signif. on Congruence Test
Stance	.01	NS*	.001
Non-Pertinent (Discussed) as Reason for Non-Discussion	.05	NS*	.001
Maturity Given	NS*	.05	.001
Highly Controversial (Discussed)	NS*	NS*	.02
Other Non-Discussion Reasons (Discussed)	NS*	NS*	.02
Number of Issues (Discussed)	NS*	NS*	.001
Pertinence Given as Reason for Non-Discussion	NS*	NS*	.01
Number of Issues Non-Discussable (Other Than Pertinence)	NS*	NS*	.01
Degree of Controversiality on Offered Issues	NS*	NS*	.05

*NS = Not Significant

is worth noting that only three of the nine significant variables were previously significant when measured as initial teacher or initial student characteristics. These variables were: "The Number of Non-Pertinent Issues (Discussed), "Stance," and "Maturity Given as a Possible Reason for Non-Discussion." All three of these variables gained significance when congruence was also considered. The remaining significant, previously measured variables became significant only when congruence was considered. Table _29_ (p. 165) illustrates the change in significance of these variables over the three tests.

Only one variable that was previously related to Factor II lost significance when congruence was considered. This variable was "Percent of Time Spent on Issues Instruction," significant at the .05 level as a student perception; but insignificant on either other test.

Three of the twelve congruence variables that measured agreement on the offered topics as "issues" showed significant relationships to "Purposiveness" evaluations (see Table _31_, p. 168). The topics so related were: "Marriage" and "Pornography," significant at the .01 level, and "Family Planning," significant at the .05 level.

Three of the twelve congruence variables which measured agreement on the twelve offered topics as discussed or not discussed also proved significantly related to the factor "Purposiveness." The topics involved in this case were: "Censorship," significant at the .01 level of significance; "LSD," significant at the .02 level of significance; and "Biological Evolution," significant at the .05 level of significance. (See Table 32, p. 169.)

TABLE 30

RELATIONSHIPS OF FIFTEEN TEACHER/STUDENT CONGRUENCE VARIABLES TO FACTOR II: "PURPOSIVENESS OF THE CLASS"

Variable	Chi Square	D.F.	Level of Significance
Belief in Student Expression	23.53	16	NS
Belief in Traditional Values	18.44	16	NS
Percent of Time	15.25	16	NS
Objectionable Issues	25.81	16	NS
Highly Controversial Issues	10.04	16	NS
Non-Pertinent (Discussed)	51.86	16	.001*
Highly Controversial (Discussed)	29.67	16	.02*
Degree of Controversiality	28.17	16	.05*
Issues-Reasons for Non-Discussion Other Than Pertinence	36.44	16	.01*
Other (Discussed)	30.89	16	.02*
Sanctions Given	15.05	8	NS
Non-Pertinence Given	21.23	8	.01*
Maturity Given	30.11	8	.001*
Issues Discussed in Last Month	54.15	16	.001*
Stance	41.54	16	.001*

NS = Not Significant

* Significant Variables

TABLE 31

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE PERCEPTION OF TWELVE OFFERED TOPICS - AS "ISSUES" TO FACTOR II: "PURPOSIVENESS OF THE CLASS"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	22.98	16	NS
Race	22.43	16	NS
Marriage	33.03	16	.01*
LSD	17.80	16	NS
Management-Labor	9.25	16	NS
Communism	18.27	16	NS
Railroad Baron Era	7.58	16	NS
Pornography	35.59	16	.01*
Biological Evolution	14.97	16	NS
Family Planning	28.90	16	.05*
Censorship	15.05	16	NS
Viet Nam	12.88	16	NS

NS = Not Significant

* Significant Variables

TABLE 32

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE: PERCEPTION OF TWELVE OFFERED ISSUES AS DISCUSSED/NOT-DISCUSSED-RELATED TO FACTOR II: "PURPOSIVENESS OF THE CLASS"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	4.79	8	NS
Race	6.61	8	NS
Marriage	14.09	8	NS
LSD	19.55	8	.02*
Management-Labor	13.01	8	NS
Communism	9.07	8	NS
Railroad Baron Era	13.75	8	NS
Pornography	15.92	8	.05*
Biological Evolution	14.21	8	NS
Family Planning	21.45	8	.01*
Censorship	17.50	8	.05*
Viet Nam	11.98	8	NS

NS = Not Significant

* Significant Variables

Specific Relationships

The following discussions deal with the specific congruence relationships involved on each of the variables significantly related to "Purposiveness." The effect of degree and direction of congruence/non-congruence on evaluations of "Purposiveness" will be explored.

1. Stance: As an initial teacher characteristic this variable related to positive evaluations when the teacher reported his/her behavior as being "moderate controls on utilization of issues discussion." The effect of congruence of teachers' and student perceptions on this variable was marked, and in terms of gain/loss, one sided. Those teachers who felt they had more controls over discussion than did their students were poorly evaluated on purposiveness. Teachers who felt they had lower controls than did their students, or teachers whose students were congruent, both tended to receive relatively positive or higher evaluations. This finding tended to support the interpretation made of the initial analysis. It appears that a "laissez-faire" stance on the part of the teacher is not well evaluated by students. (See Appendix VIII for the Chi Square Distribution of Stance Congruence over Factor II.)

2. Possibly Non-Pertinent Issues (Discussed): Tested as an initial teacher characteristic this variable was concluded to have a positive effect on evaluation when the teacher reported that possibly non-pertinent issues had been discussed. The effects of teacher/student congruence on this

variable raised this conclusion to a stunning level of significance. It was the extreme of non-congruence, in the direction of the teacher perceiving non-pertinent issues as discussed, that yielded the highest gain in evaluation. One must assume their students thought the discussion pertinent. Notably, the extreme on the other side (students perceiving many more non-pertinent issues as discussed) had no negative effect. (See Appendix VIII for the Chi Square Distribution of Non-Pertinent (Discussed) as Congruence over Factor II.)

3. Maturity Given as a Possible Reason for Non-Discussion: Tested as an initial Student characteristic, it appeared that this variable yielded negative evaluations when students themselves were concerned about "Class Maturity." When congruence of perception between the teacher and the student is considered this finding still holds true. Students who offered immaturity as a reason for non-discussion, when their teacher did not, returned low evaluations. However, it is congruence of perception that yields the real gain in evaluation, since there is a tendency for non-congruence in the other direction to also depress evaluations. Teachers who offered immaturity as a possible reason for non-discussion, when their students did not do so, also received somewhat lower evaluations on "Purposiveness of the Class." (See Appendix VIII for the Chi Square Distribution of Maturity Congruence over Factor II.)

4. Highly-Controversial Issues (Discussed): This variable was discussed as a "near-miss" (at the .10 level of significance) in analysis one. As an initial variable, it appeared that there was a somewhat positive effect to be found in the perception that many highly-controversial issues had been discussed. The congruence distribution on this variable indicated, however, that this was a mixed effect. While highly-evaluated teachers occurred at all three points of congruence and non-congruence, there appeared to be some real benefit to the students' perceiving more highly controversial issues as discussed than did their teachers. On the other end of this continuum, however, there appeared to be a counter-balancing possibility that teachers might also receive lower evaluative ratings if this state occurred. There were few negative effects to be found in the teacher perceiving many highly-controversial issues as discussed if the student did not agree, while real positive effects were observable with non-congruence in that direction. On the basis of this finding, the best that can be said is that it is probably better for the teacher to have a margin of error in assuming the high controversiality of the issues discussed than to err in the other direction. (See Appendix VIII of the Chi Square Distribution of Highly-Controversial Issues Discussed over Factor II.)

5. Issues (Non-Discussable for Reasons Other Than Pertinence): Discussed: While there was fairly high teacher/student congruence on this variable at the positive evaluation

end of the matrix, congruence all but disappeared at the low evaluation end. Low evaluation of the "purposiveness" of the class were associated with non-congruence in the direction of the teacher perception that more of these issues had been discussed than did his/her students. Few negative evaluations were given when students perceived more of these issues as discussed than did their teachers. At the other corner of the matrix there appeared to be some likelihood of higher evaluations occurring when students perceived more such issues as discussed than their teachers.

The evaluative gain appeared to lie in congruence or a somewhat higher perception on the part of the students that such issues had been discussed. (See Appendix VIII for Chi Square Distribution of this variable over Factor II.)

6. Number of Issues Discussed: There is only one clear conclusion that can be reached by an examination of the distribution of this variable over Factor II. When the teacher perceived many more issues as having been discussed than did the students' high evaluations which were given on purposiveness. Virtually no positive evaluation occurred if the perception was reversed and students perceived more issues as discussed than the teacher. Even congruence did not have the same positive effect. There was a slight possibility of negative effects if the students perceived more issues discussed than did the teacher. (See Chi Square Distributions in Appendix VIII.)

7. Pertinence Given as a Reason for Non-Discussion: On this variable the percentage of congruence went down as the evaluations went up. Where non-congruence occurred, some negative and some positive evaluations on purposiveness were discovered when teachers offered this reason for non-discussion, if their students did not concur. Few such negative evaluations were given if the students offered this reason when the teacher did not agree, and positive evaluations were indicated. It appears that it is better for the teacher to withhold judgment with regard to pertinence and allow the students to make this decision. (See Appendix VIII for the Chi Square of this variable over Factor II.)

8. Number of Issues Perceived as Possibly Non-Discussable for Reasons Other Than Pertinence: In studying the distribution of this variable over the factor purposiveness, the only certain finding was that congruence increased as evaluations went up. The effects of non-congruence were very mixed. Poor evaluations tended to occur with non-congruence in either direction. Some very good evaluations occurred when students perceived more topics to be possibly non-discussable. However, fair to good evaluations were more often returned when the teachers perceived more topics as being possibly non-discussable. The only safe position appeared to be congruence. (See Appendix VIII for the Chi Square Distribution of this variable over Factor II.)

9. Degree of Controversiality With Which Offered Topics Were Rated: On this variable evaluations on purposiveness went up as congruence of perception increased. Where non-congruence occurred there was a slight shift from higher student perception of the issues as controversial, at the negative evaluation end of the continuum, to higher teacher perceptions of controversiality at the positive evaluation end. In terms of gain in evaluation, congruence is desirable, but some error in the direction of higher teacher perception is tolerable. (See Appendix VIII for the Chi Square Distribution of this variable on Factor II).

10. Marriage: Congruence on the Topic as an "Issue": This topic had been established by previous findings to be a moderate congruence rating topic which was more likely to be perceived as a "hot issue" by the students than by the teachers. On discussion, marriage was a low congruence topic, with the teachers far more likely to perceive that discussion had taken place. Both of these differences related to the students' evaluations of the teacher and the class as purposive. However, congruence on the topic as discussed was only significant at the .10 level of significance and the direction of the relationship was not clear. Congruence or non-congruence on the issue as an "issue" was significant at the .01 level. In terms of gain in evaluation it was agreement on the topic as an "issue" that proved to be beneficial. Congruence went up as purposive evaluations improved.

Where non-congruence occurred there were some negative occurrences when either the teacher or the students held a higher perception of marriage as an issue. There were some positive effects when the students had the higher issue perception. There were no benefits to the students holding the higher issues perception. It would appear that the teachers needed to match the students perception of marriage as an issue; or given the topic a somewhat higher "issues rating" if positive evaluations were desired. (See Appendix VIII for Chi Square Distributions of Marriage over Factor II.)

11. Pornography: Congruence on the Topic as an Issue: On previous findings it was established that this topic had the lowest teacher/student agreement as an "issue" of any topic. Both teachers and students tended towards the extremes of non-congruence in viewing Pornography as a "hot issue." There was very high agreement, however, on whether or not the issue had been discussed.

Because of this high agreement, Pornography did not show significant relationships to purposiveness on the measure discussed/not discussed. A check of the distributions on this variable indicated that agreement on discussion or the perception of the teacher that this topic had been discussed both could result in high evaluations. Low evaluations did not appear to result from the teacher perceiving Pornography to be discussed if the students did not, but could result from the students feeling the issue to be discussed when the teacher did not agree. Congruence on this topic, as an "issue," showed a very complicated pattern in its relationship to evaluations of purposiveness. Low evaluations related to either congruence on the topic or the state of non-congruence where students held the higher "issues" rating. As evaluations went up, congruence actually decreased; but there appeared to be a shift to the direction of the teacher holding the higher issues rating. While the findings are not conclusive, it might be considered beneficial in terms of gain in evaluations for teachers to view Pornography as more of an issue than their students. (See Appendix VIII for the Chi Square Distribution of Pornography over Factor II.)

12. Family Planning: Congruence on the Topic as an Issue: Previous findings established that teachers tended to perceive this topic as a "hotter issue" and were more likely to feel that it had been discussed than their own students. The effects of congruence/non-congruence on the topic as an issue were mixed in effect on the factor purposiveness. Low evaluation related to either congruence on the issue or extreme difference in the direction of the student perceiving the topic as "hot." Moderate evaluations were returned related to congruence of rating or extreme difference in the direction of the teacher perceiving the topic as "hot." High evaluations were returned by congruent teacher-students or pairs in which the teacher held only a slightly higher perception of the topic as an "issue." It appeared that the

benefit occurred when teachers had the higher perception of this topic as an issue, but that going too far in this direction was not desirable. (See Appendix VIII for the Chi Square Distribution of Family Planning on Factor II.)

13-15. Congruence on Issues as Discussed/Not Discussed: LSD, Biological Evolution, and Censorship: On these three variables the effects of congruence were mixed with regard to evaluation. Both high and low evaluations were returned when the students and teachers agreed on whether or not these topics were discussed. Since it was shown by previous findings that the discussion of issues had a positive effect on the evaluation of the class as purposive, and that non-discussion had a negative effect, it can be assumed that agreement that these issues were not discussed cancelled each other out evaluatively. Where non-congruence of opinion occurred, however, "censorship" gained in evaluation when the teacher was the one who perceived the issue as discussed, even though the students did not agree. There was a loss in evaluation if the teacher felt that "Biological Evolution" was discussed when the students did not agree. Disagreement on whether or not LSD had been discussed, on either side, tended to result in extreme evaluations either very high or very low. (See Appendix VIII for the Chi Square Distributions of these Variables over Factor II.)

Summary: The Effects of Congruence on Factor II, Purposiveness of the Class

As on Factor I, it was evident by this analysis that relative states of teacher/student congruence on the measured variables did influence evaluations of the teacher and class with regard to "Purposiveness." However, as on Factor I, it was also discovered that it was not always the state of congruence that related to higher evaluations. As often as not, real benefits lay in being in a particular state of non-congruence. An example of such an occurrence was the question of perceiving topics as non-pertinent and such topics as discussed. It was clear from the data that teachers and students need not share perceptions on these variables if high evaluations were desired. Instead, it appeared desirable for the teacher to allow some margin for the discussion of non-pertinent issues and allow the students to make the determination of whether the issue indeed was pertinent, even if some decided it was not.

It also appeared to be desirable for the teacher to differ from the student in having a higher perception of the total number of issues discussed and the number of controversial issues discussed.

The more congruent the teacher and students were on stance, maturity, and the identification of potential topics as controversial, the better were the evaluations on purposiveness. Nevertheless, even on these variables there was a more desirable direction for non-congruence when it occurred.

On the perception of the offered topics of Marriage, Pornography, and Family Planning as "issues," it appeared beneficial for the teachers to view the topics as somewhat "hotter" than their students; although staying near to agreement was desirable.

On the perception of the issues of Censorship, LSD, and Biological Evolution as discussed/not discussed, it slightly benefited the teachers to err in perceiving that LSD and Censorship had been discussed, but it was preferable that they not err in judgment as to whether or not Biological Evolution had been discussed.

Relationships Between the Teacher/Student Congruence Variables and Factor III: Critical Thinking Skills of the Class

General Findings

Seven of the measured attitude and perception congruence variables proved to be significantly related to the students' evaluations of the class as being one which developed "Critical Thinking Skills." (See Table 33, page 181 for a listing of these variables.)

Three of the significant congruence variables had been previously tested as initial teacher or initial student measures. One of these variables, "Belief in Traditional Socio-Political Values," retained about the same significance (.01 level of significance) whether measured as an initial student perception or as a congruence variable. The other

TABLE 33

RELATIONSHIPS OF FIFTEEN TEACHER/STUDENT CONGRUENCE VARIABLES TO FACTOR III: "CRITICAL THINKING SKILLS"

Variable	Chi Square	D.F.	Level of Significance
Belief in Student Expression	18.02	16	NS
Belief in Traditional Values	33.00	16	.01*
Percent of Time Spent	17.08	16	NS
# of Issues Objectionable	17.11	16	NS
# Issues Highly Controversial	8.51	16	NS
Highly-Controversial (Discussed)	14.49	16	NS
Non-Pertinent (Discussed)	21.02	16	NS
Degree of Controversiality	17.11	16	NS
# Issues Non-Discussion Reasons (other than Pertinence)	28.40	16	.05*
Other (Discussed)	16.23	16	NS
Sanctions Given	20.85	8	.01*
Pertinence Given	11.21	8	NS
Maturity Given	4.96	8	NS
# Issues Discussed in Last Month	12.77	16	NS
Stance	13.25	16	NS

NS = Not Significant

* Significant Variables

TABLE 34

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE: PERCEPTION OF TWELVE OFFERED TOPICS - AS "ISSUES" TO FACTOR III: "CRITICAL THINKING SKILLS OF CLASS"

Topics	Chi Square	D.F.	Level of Significance
Federal Aid	23.23	16	NS
Race Relations	16.43	16	NS
Marriage	11.49	16	NS
LSD	22.10	16	NS
Management-Labor	21.50	16	NS
Communism	34.58	16	.01*
Railroad Baron Era	5.39	16	NS
Pornography	19.80	16	NS
Biological Evolution	17.18	16	NS
Family Planning	23.36	16	NS
Censorship	30.14	16	.02*
Viet Nam	9.48	16	NS

NS = Not Significant

* Significant Variables

TABLE 35

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE: PERCEPTION OF THE TWELVE OFFERED TOPICS AS "DISCUSSED-NOT DISCUSSED" TO FACTOR III: "CRITICAL THINKING SKILLS"

Topics	Chi Square	D.F.	Level of Significance
Federal Aid	3.03	8	NS
Race Relations	9.94	8	NS
Marriage	12.49	8	NS
LSD	5.91	8	NS
Management-Labor	5.82	8	NS
Communism	7.02	8	NS
Railroad Baron Era	3.26	8	NS
Pornography	11.74	8	NS
Biological Evolution	16.83	8	.05*
Family Planning	11.16	8	NS
Censorship	16.61	8	.05*
Viet Nam	9.06	8	NS

NS = Not Significant

* Significant Variables

two variables, "Number of Issues for which possible non-discussion reasons were given (other than pertinence)" and "Sanctions given as a possible reason for non-discussion," both gained significance when congruence was considered.

Table 36 below indicates the levels of significance of these variables compared to prior tests.

TABLE 36

LEVELS OF SIGNIFICANCE AS COMPARED TO PRIOR TESTS

	Teacher Test Level of Significance	Student Test Level of Significance	Congruence Test Level of Significance
Belief in Trad. Values	NS*	.01	.01
Issues (other than pertinence)	NS*	NS*	.05
Sanctions Given	NS*	NS*	.01

*NS = Not Signicant

Only one variable previously related significantly to Factor III lost in significance. When congruence was considered, this variable was "Belief in Student Expression," significant at the .05 level as a student perception; but insignificant as a teacher characteristic or as a congruence measure so far as "Critical Thinking Skills" evaluations of the student were concerned.

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Two of the twelve offered topics proved to be significantly related to evaluations on the basis of congruence of the topic as an "issue." These topics were "Communism" and "Censorship." Two of the twelve offered topics related to "Critical Thinking" evaluations on congruence of the topic as discussed/not discussed. These topics were "Biological Evolution" and "Censorship."

Specific Relationships

The following discussions deal with the specific congruence effects on each of the seven variables significantly related to Factor III, "Critical Thinking Skills." The manner in which degree and direction of congruence/non-congruence appeared to relate to evaluations will be explored.

1. Belief in Traditional Socio-Political Values: As previously tested as an initial student characteristic, this variable was already shown to be significantly related to "Critical Thinking" evaluations. It was shown that students with higher "B.T.S.V." scores were also higher in their evaluations of the classes as yielding gains in "Critical Thinking." The effects of congruence, while not increasing the significance of this variable, enabled some further understandings of the nature of the relationship involved. By and large, teacher/student congruence on "B.T.S.V." did not appear to make much difference to evaluations. Congruent pairs were distributed rather evenly across all points of the evaluation continuum. Where non-congruence occurred, there

was a very slight tendency for teachers who had higher "B.T.S.V." than their students to be given lower evaluations on "Critical Thinking Skills." When the students had higher "B.T.S.V." scores than the teacher, the "Critical Thinking" evaluations tended to be higher. It is known that the majority of these sampled teachers were not behaving "traditionally," if only in the sense that they were "social-issues" teachers. It might be concluded that the maximum gain in terms of perceived logical benefits was experienced by the "highly-traditional" students in these teachers' classes. (See Appendix IX for the Chi Square Distribution of B.T.S.V. over Factor III.)

2. Number of Issues for Which Possible Reasons for Non-Discussion Were Given (Other Than Pertinence): The effect of congruence/non-congruence on this variable is very mixed and does not yield to any clear interpretation. The only observation which appears to be founded in the data is that some negative evaluations appeared likely when the students had much higher perceptions of the number of issues possibly non-discussable than did their teacher. Low evaluations did not occur as often when the teacher had the higher perception. Very high evaluations appeared to descend in either direction from congruence. Overall, there was a very slight indication that higher teacher perceptions of the number of issues possibly non-discussable resulted in higher evaluations of the class on "Critical Thinking." (See Appendix IX for the Chi Square Distribution of Issues (other) over Factor III.)

3. Sanctions as a Possible Reason for Non-Discussion: Evaluations on "Critical Thinking" tended to be low more frequently if the students offered sanctions as a reason for non-discussion when their teacher did not agree. Very low scores did not appear to relate to non-congruence in which the teacher offered this reason. (See Appendix IX for the Chi Square Distribution of Sanctions over Factor III.)

4-5. Congruence on the Topics as "Issues:" "Communism" and "Censorship:" Previous findings indicated that both these topics tended to be perceived as "hotter issues" by the students than by their teachers. On the other hand, the teachers were more likely to report that these topics had been discussed than were the students. The effects of student/teacher congruence on these topics as "issues" was very similar. In both cases non-congruence in the direction of higher teacher perception showed few positive or negative effects on evaluation. Non-congruence in the direction of the students holding the higher "issue" perception resulted in some positive and some negative evaluations. In the case of "Censorship," more negative evaluations occurred than positive when student perception was higher. In the case of "Communism," somewhat more positive evaluations occurred. Congruence of perception appeared to be more beneficial in the case of "Censorship" where very high evaluations were heavily returned by congruent pairs. (See Appendix IX for Chi Square Distributions of these variables over Factor III.)

6-7. Congruence on the Topics as Discussed/Not Discussed: "Biological Evolution" and "Censorship:" On the topic "Biological Evolution," very high or very low scores were returned when students and teachers agreed or when students felt the topic had been discussed but the teachers did not agree. Moderate scores related to agreement or to the teacher alone perceiving this issue to have been discussed. This mixed extreme effect also appeared on the topic "Censorship." High or low scores occurred when students perceived the issue as discussed and their teachers did not agree. Again, moderate evaluations occurred when teachers perceived the topic as discussed but the students did not agree. (See Appendix IX for the Chi Square Distributions of these variables over Factor III.)

Summary: The Effects of Congruence/Non-Congruence on Factor III: "Critical Thinking"

Congruence and non-congruence on the measured variables appeared to have very mixed effects when related to Factor III, "Critical Thinking." Only on "Belief in Traditional Socio-Political Values" was the relational pattern quite clear. Good evaluations related to students holding the higher perception. On the balance of the variables, one or the other type of non-congruence tended to split the students towards extremes of high or low evaluation and congruence distributed evenly over the points of the scale.

Relationships Between the Teacher/Student Congruence Variables and Factor IV: "Maintenance Climate of the Class"

General Findings

On this factor only one of the previously tested attitude or perception variables gained significance when congruence was considered. That variable was "Sanctions given as a possible reason for non-discussion." While this variable was not significantly related to Factor IV when tested as an initial teacher or initial student perception, it rose to the .05 level of significance as a congruence variable.

One previously significant variable lost significance when congruence was considered. That variable was "Percent of Time Spent on Issues," significant at the .05 level as a teacher perception but insignificantly related to "Maintenance Climate" as a student perception or a congruence measure.

Congruence on the offered topics as "issues" provided three significant relationships. "Race," "Family Planning," and "Censorship" were the significant topics. Three topics were also significantly related to "Maintenance Climate" when congruence of perception on the topics as discussed/not discussed was measured. The topics, in this case, were: "Marriage," "Family Planning," and "Censorship." (Tables 37, 38, and 39 on pps. 190-192 show these variables and their levels of significance).

Specific Relationships

The following discussions deal with the specific congruence

TABLE 37

RELATIONSHIPS OF FIFTEEN TEACHER/STUDENT CONGRUENCE VARIABLES TO FACTOR IV: "MAINTENANCE CLIMATE OF THE CLASS"

Variable	Chi Square	D.F.	Level of Significance
Belief in Student Expression	12.54	16	NS
Belief in Traditional Values	13.04	16	NS
Percent of Time	11.48	16	NS
Objectionable Issues	7.40	16	NS
Highly-Controversial Issues	2.78	16	NS
Highly-Controversial (Discussed)	14.66	16	NS
Non-Pertinent (Discussed)	25.29	16	NS
Degree of Controversiality Issues	11.59	16	NS
Reasons (other than Pertinence) for Non-Discussion	15.76	16	NS
Other (Discussed)	20.56	16	NS
Sanctions Given	17.81	8	.05*
Non-Pertinence Given	15.00	8	NS
Maturity Given	15.14	8	NS
Issues Discussed in Last Month	13.13	16	NS
Stance	24.76	16	NS

NS = Not Significant

* Significant Variable

TABLE 38

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE: PERCEPTIONS OF THE TWELVE OFFERED TOPICS-AS"ISSUES" TO FACTOR IV: "MAINTENANCE CLIMATE OF THE CLASS"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	23.90	16	NS
Race	28.59	16	.05*
Marriage	16.76	16	NS
LSD	21.24	16	NS
Management-Labor	11.88	16	NS
Communism	16.82	16	NS
Railroad Baron Era	10.66	16	NS
Pornography	19.84	16	NS
Biological Evolution	21.83	16	NS
Family Planning	38.75	16	.01*
Censorship	27.40	16	.05*
Viet Nam	16.20	16	NS

NS = Not Significant

* Significant Variables

TABLE 39

RELATIONSHIPS OF TEACHER/STUDENT CONGRUENCE: PERCEPTIONS OF TWELVE OFFERED TOPICS AS DISCUSSED/NOT DISCUSSED, TO FACTOR IV: "MAINTENANCE CLIMATE OF THE CLASS"

Topic	Chi Square	D.F.	Level of Significance
Federal Aid	5.46	8	NS
Race	9.79	8	NS
Marriage	19.77	8	.02*
LSD	4.37	8	NS
Management-Labor	8.76	8	NS
Communism	7.62	8	NS
Railroad Baron Era	3.78	8	NS
Pornography	12.32	8	NS
Biological Evolution	14.82	8	NS
Family Planning	18.88	8	.02*
Censorship	20.45	8	.01*
Viet Nam	8.90	8	NS

NS = Not Significant

* Significant Variables

relationships on each of the variables significantly related to "Maintenance Climate." The manner in which degree and direction of teacher/student congruence or non-congruence appeared to relate to evaluations will be explored.

1. Sanctions Given as a Possible Reason for Non-Discussion: As in Factor III, congruence or non-congruence in this variable resulted in mixed effects. When students perceived more sanctions than their own teachers, they tended to give more very high or very low evaluations. When teachers perceived more sanctions than their own students', evaluations moved towards moderate levels. Congruence ranged over all points of the evaluative scale but occurred more often in relationship to moderate evaluations. (See Appendix X for the Chi Square Distribution of Sanctions over Factor III.)

Congruence on Topics as "Issues:" "Race," "Family Planning," and "Censorship"

The effects of teacher/student non-congruence on these variables was very mixed. There appeared to be some slight tendency for higher evaluations to occur when students perceived these topics as "hotter issues" than did their teachers. There were neither positive nor negative effects when the teacher perceived the topics as "issues" when the students did not agree.

Congruence had some positive effects on the topics "Race" and "Censorship." However, it had no apparent positive effect where "Family Planning" was concerned. It would be difficult to decide what the desired state would be if high evaluations on "Maintenance Climate" was concerned. It appears that intervening variables are operating powerfully on this factor. (See Appendix X for the Chi Square Distributions of these variables over Factor IV.)

Congruence on Topics as Issues Discussed or Not Discussed "Marriage," "Family Planning," and "Censorship"

All of these topics were heavily weighted between congruence and teacher perception as discussed. There were few occurrences of the student perceiving the issues as discussed, if the teacher did not agree. Positive evaluations occurred more often with congruence on the topics "Censorship" and "Family Planning." However, on the topic "Marriage" higher scores occurred when the teacher perceived the issue as discussed, but the students did not so indicate. (See Appendix X for the Chi Square Distributions of these variables over Factor IV.)

Summary: The Effects of Congruence on Factor IV

Of the four factors, "Maintenance Climate" was the least affected by congruence, as previously it appeared to be little affected by student characteristics. Where congruence variables did relate significantly to "Maintenance Climate," the direction of effect was mixed as opposed to indicating a clear relationship. It still must be concluded that the original teacher characteristics were the best variables discovered to explain variance in the cooperative interaction of the class as perceived by the students.

Summary: Conclusions Regarding the Overall Effects of Congruence Related to Student Evaluations of Social-Issues Teachers and Classes

One of the purposes of the study was to test whether or not congruence theory appeared to apply to attitudinal and perceptual agreement between social-issues teachers and their own students. It was presumed possible that non-congruent students would be under psychological stresses which would reflect in their evaluations of the teacher and class; either in terms of general liking (for the teacher or class) or perceptions of the class activities in terms of task-at-hand. In reverse, congruent students would give higher evaluations.

In general, the data of this study do not strongly support the hypothesis that simple congruence improves evaluations in either area. However, the data did warrant the conclusion that direction or relative states of congruence or non-congruence modifies the initial effects of a given attitude or perception as held by either the teacher or the student.

It appeared that some evaluative losses were related to certain directions of attitudinal or perceptual non-congruence on each of the factors. These effects appeared to focus much more on the factor "Purposiveness" (the evaluation of the class in terms of task-at-hand) than on feelings of personal liking for the teacher. This conclusion is based on both the number of congruence variables significantly related to purposiveness and the very high levels of significance which these variables reached. It could be concluded that non-congruent students under stress found it more acceptable to feel that the class was "fooling around" or "out of hand" than to dislike these teachers and classes. It is also possible that the non-traditional character of these classes made this the readier defense mechanism. However, there is also a third possibility that the perception of low "purposiveness" might be part mechanism and part a failure on the part of the teacher to be as purposive as would be desirable. As a recommendation it is suggested that social-issues teachers make special efforts to identify attitudes and perceptions by bringing them out in the open forum of discussion. Where their students are non-congruent, teachers should try to establish understanding and non-threatening communication. They also need to establish and maintain agreed-upon procedures which are to be followed during issues instruction and make clear the intended purposes or values of the task. Such procedures are desirable instructional practices in any case, and they appear to be especially important to good evaluations of the social-issues teacher.

With regard to the evaluation in general, however, the most significant finding tends to be the general lack of significant findings. Initially, or as congruence variables, relatively few of the many measured attitudes and perceptions in the area of the social issues appeared to have any evaluative effect at all. Excepting a few areas of concern, it would appear that teachers can include social issues in instruction without any very great worry about "disaffecting students," even where wide attitudinal and perceptual differences exist.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

Introduction

This study was based on the consideration that there is a trend toward the inclusion of social issues in the social studies which appears to be defensible theoretically. Chapter one reviewed some of the reasons for this trend. It was also established, however, that teachers remain hesitant to follow this trend in actual classroom practice. Reasons suggested by the literature for the hesitancy of teachers to make social issues inclusions were the lack of adequate instructional models, and concerns for possible negative affective reactions on the part of students. It was shown that progress has been made in the area of methodological models for issues and values instruction, although insufficient evidence that these models achieve their intended cognitive and affective goals was established as a continuing problem. This paper sought to deal with the second problem which appeared to be a basis for continued hesitancy to make social issues inclusions: the possibility that students might react negatively to such instruction in the area of affective responses.

That teachers need to be concerned regarding students' affective reactions was established by indicating the relationship between such affective responses and two of the major "leadership" concerns: group maintenance and task achievement. It was also indicated that evaluations of the teacher and class could be used effectively as summary measures of more specific affective reactions.

This paper then examined some of the defensible reasons that teachers might have for concern in the area of student reactions. The social issues class was shown to have characteristics which might be considered "affectively difficult" for students. The fact that such classes deal regularly with "emotionally variable" content was identified as one possible problem area. The fact that social-issues classes depart from the "traditional" or "expected" instructional model was identified as another possible problem area.

It was established that certain characteristics of the given social-issues class, the teacher, or the individual student might relate to variance in evaluations. In particular, six attitudinal or perceptual areas of concern were identified. On the basis of attitude theories, it could be hypothesized that variance in these attitudes and perceptions would result in variance in evaluations. The six areas of concern were as follows:

1. Perceptions regarding the controversiality of issues.
2. Perceptions regarding the objectionability of issues.
3. Perceptions regarding the pertinence of issues.

4. Attitudes and perceptions regarding the teacher's role and instruction.
5. Attitudes regarding the "expression of opinions."
6. Perceptions regarding possible disapproval from other reference groups.

Finally, it was shown that teacher/student congruence on attitudes and perceptions regarding the issues and issues instruction might affect evaluations, if congruence principles were operating in the social-issues classroom. It was hypothesized that when teacher and student shared attitudes and perceptions regarding the issues and issues instruction positive evaluations would be given. However, when teacher and student disagreed regarding the issues and issues instruction it was hypothesized that "disaffect" and devaluations would occur.

Based on these considerations, the purposes of this study, as originally planned, were:

1. To measure the students' overall evaluations of social-issues teachers and classes.
2. To explore relationships between variance in such evaluations and some initial demographic and attitudinal characteristics of the teachers and the students. Particular emphasis would be placed on those attitudes and perceptions related to the identified areas of concern.
3. To explore the degree and direction of teacher/student congruence on non-congruence of attitudes and perceptions regarding social issues and issues instruction.
4. To test the relationship between states of teacher/student congruence and evaluations of the teacher and class.
5. To interpret these relationships and point to implications for teaching.

The balance of this chapter will divide the conclusions of the study into sub-sections as follows:

1. Conclusions regarding evaluations in general.

2-5. Summaries regarding demographic and attitudinal characteristics which were found to be of positive or negative influence on each of the four evaluative factors.

6. Positive influences on evaluations across factors.

7-13. Conclusions regarding each of the theorized areas of concern.

14. Conclusions regarding the theorized areas of concern and social-issues classes.

15. Conclusions regarding the state of teacher/student congruence on attitudes and perceptions regarding the issues and issues instruction.

16. A summary of salient findings of the study and recommendations for social issues instruction.

17. Recommendations for further study.

Conclusions Regarding Student Evaluations of the Teachers and Classes

One of the major purposes of this study was to measure overall student evaluations of the sampled social-issues teachers and classes. It was possible, through factor analysis of the students' responses to the Minnesota Student Attitude Inventory and the Michigan Social Issues Student Questionnaire to measure four distinct evaluative areas. The four evaluative areas were:

1. General Appreciation of the Teacher and the Class: This factor contained statements such as, "This is the best teacher I have ever had," and appeared to measure general liking.

2. Critical Thinking Skills of the Class: This factor contained statements such as, "This class has helped me to improve my powers of clear thinking about social problems."

3. Purposiveness of the Class: This factor negated such statements as, "This class fools around a lot."

4. Maintenance Climate of the Class: This factor measured the cooperativeness of classroom interaction on the basis of such statements as, "This teacher helps students with their problems," and "We behave when the teacher is out of the room."

Each of these factors had high intercorrelations and high factor loadings (.65 or above) indicating that they were powerful measures of the underlying dimension.

Despite the concerns for student "disaffect" mentioned in the literature, one of the clear conclusions of the study is that the sampled students were generally positive in their evaluations of social-issues teachers and classes in all four evaluative areas. This finding should be most encouraging to teachers who have been hesitant to make social-issues inclusions. The total sample of students returned particularly high evaluations of these teachers on three of the four factors: General Appreciation, Critical Thinking, and Maintenance Climate. The factor Purposiveness was the only area in which student evaluations approximated a normal distribution around the expected mean. Normal distribution can scarcely be considered a negative comment on these teachers as a group. Still, in view of all the findings, it is recommended that Purposiveness be the area in which social-issues teachers place concentration and care in order to receive overall superior evaluations. A number of insights related to high and low evaluations on Purposiveness will be discussed later in this chapter, in the appropriate sub-sections.

Within this generally positive evaluative framework, as expected, individual students and classes varied in responses to the four factors. Individuals could be found at all points of each scale from negative to very positive. The range of class means was more controlled. Only two teachers received low class-mean ratings on any factor as originally scaled. No teachers received very high class-mean ratings on any factor. The most frequent class-mean ratings were "undecided positive" and "positive." (This finding contributed to the conclusion that students were generally favorable in their evaluation of the sampled social-issues teachers). It followed to discover if differences in evaluation related to the demographic and attitudinal characteristics of the student and teachers and how much, if any, relationship teacher/student congruence would have to this variance in evaluation. The following pages briefly review the variables significantly related to each factor, and indicate the states of those variables which were positive or negative influences on that given evaluation.

Conclusions Regarding Factor I: General Appreciation of the Teacher and the Class

Students appeared to have generally positive feelings of liking for social-issues teachers and classes. Teacher characteristics showed no significant relationship to the students' evaluations where differences occurred. However, six student characteristics and seven congruence measures did relate to the students' liking for their teachers and classes.

Demographically, social-issues teachers and classes were better liked by girls than boys, by average grade point students than by "A" students, and by students whose parents had lower status occupations than by professionals' children. In general, it appeared to be the "average" student who best liked these teachers.

On attitudes and perceptions across all tests of relationship, the following states related to positive evaluations or liking:

1. The students had a high belief in student expression, and the teacher had as high or higher a belief.
2. The students perceived the teacher as being low to moderate in control over discussion, or even more favorably to evaluation, as utilizing discussions in ongoing learning.
3. The students and teachers were congruent in perception of "maturity" as being or not being a "possible reason for non-discussion."
4. The student and teacher were either congruent, or the teacher had a slightly higher perception of the controversiality of potential topics.
5. The student perceived few of the offered topics as personally objectionable.
6. On the specific topics, "Race" and "Censorship," the teacher and students were congruent, or the teacher tended to perceive the topic as more of an "issue" than the student.

Poorer evaluations on liking tended to occur related to the following states:

1. Students had a much higher belief in student expression than the teacher.
2. Students perceived much more class time spent on issues than the teacher.
3. Students objected to many issues being discussed.
4. Students had a much higher perception of the controversiality of potential topics than the teacher.
5. Students felt that "maturity" was a possible reason for non-discussion of issues.
6. Students felt that the teacher had much less control over discussion than the teacher.
7. On issues considered controversial actually discussed recently, "Federal Aid" and "LSD" resulted in losses of liking when the teacher perceived the topic as discussed and the student did not agree. (One suspects that a too brief or a one-sided "discussion" took place.)

In view of these findings, the following recommendations are made for improving evaluation in the area of general liking. Teachers can attempt to move closer to the first-listed set of states and avoid the second-listed states of relative attitudinal and perceptual congruence.

Conclusions Regarding Factor II: Purposiveness of the Class

This factor was unique in several ways. As previously mentioned, it was the only factor on which the sampled evaluation approximated a normal distribution, rather than being skewed to the positive end of the scale. This factor was the only one to relate significantly to several variables from both the teacher and the student initial tests. Finally, this factor was, by far, the one most powerfully influenced by teacher and student states of congruence. Taken together, these "uniquenesses" tend to indicate that this factor was measuring the evaluative area the most responsive to variance in the "social-issues" characteristics of these classes.

It has already been recommended that if social-issues teachers wish to improve purposiveness in the classroom, they should generally emphasize the purposes and orderly processes of classroom activities. In order to assist in improving evaluations in this area, the following more specific findings from the data provide suggestions regarding particular states which related to high evaluations.

Students returned high evaluations on purposiveness when:

1. The teacher perceived his/her own stance as moderately controlling or utilizing of issues discussions, and the student agreed. (When non-congruence occurred it was probably better for the teacher to be perceived as more controlling by the student than for the reverse to occur.)

2. The teacher perceived some issues as possibly non-pertinent; perceived some non-pertinent issues as having been discussed, but usually perceived more such issues as discussed than did the student.

3. The student perceived a moderate amount of time spent on issues instruction (25% to 50% of class time.)

4. The teacher and student were congruent on class maturity as being or not being a possible reason for non-discussion.

5. The teacher and student were congruent on the perception of the controversiality of potential topics.

6. The teacher and student were congruent on the issues possibly non-discussable for reasons (other than pertinence), and on the number of these issues discussed.

7. The teacher perceived more issues to have been discussed in all than the student.

8. On the topic "Marriage" as an "issue," favorable evaluations related to congruence or to the student having the higher "issue" perception.

9. On the topic "Pornography" as an "issue," favorable evaluations related to non-congruence in the direction of the teacher having the higher perception of the topic as an "issue."

Poor evaluations on purposiveness occurred most often when:

1. The student and teacher were non-congruent on the controversiality of potential topics, especially if the students had a much higher perception of controversiality.

2. The teacher and student were very non-congruent in either direction on the number of issues "possibly non-discussable" (for reasons other than pertinence) actually discussed.

3. The teacher and student were non-congruent on maturity as being or not being a possible reason for non-discussion.

4. The teacher and student were non-congruent on sanctions as a possible reason for non-discussion.

5. Students perceived the teacher as having lower controls over discussion than was the teacher's own perception.

As recommendations it is suggested that the teachers work toward achieving the states listed as beneficial to "purposiveness" and attempt to avoid those states listed as negative to evaluations.

Conclusions Regarding Factor III: Critical Thinking Skills or Values of the Class

As on Factor I, "General Appreciation," the initial teacher-class characteristics did not relate significantly to this evaluative measure. Moreover, only two initial student characteristics appeared relative to evaluations. Both these variables were attitudinal measures related to instruction in general--"Belief in Student Expression" and "Belief in Traditional Socio-Political Values." When congruence was tested, "Belief in Traditional Socio-Political Values" remained significant and six additional variables related to "Critical Thinking Skills."

No demographic characteristics appeared related to evaluations of the classes on "Critical Thinking."

On the significant attitude and perception variables, favorable evaluations occurred related to the following states:

1. The student had a high belief in student expression.
2. The student had a high belief in "Traditional Socio-Political Values," but the teacher was not congruent (i.e., the teacher had a lower "Belief in Traditional Values").
3. The teacher and student were either congruent on the number of issues non-discussable possible (for reasons other than pertinence), or the teacher was slightly higher in naming such issues.
4. The student and teacher either agreed on sanctions as a possible reason for non-discussion, or the teacher offered this reason, though the student did not.

Though not always true, poorer evaluations on critical thinking occurred most often when:

1. Students had a higher belief in student expression than did their teachers.
2. Students perceived many more topics as objectionable or possibly non-discussable for reasons other than pertinence.
3. Students and teachers were very non-congruent on the number of "possibly non-discussable" topics actually discussed.
4. The student offered sanctions as a possible reason for non-discussion, but the teacher did not do so.

As recommendations for improving evaluations in the area of critical thinking, it is suggested that the teachers avoid the states on this second list. It is not suggested that they do anything about the "Traditional" finding, since their own lower scores are of advantage to them, and they would not wish to increase this dimension in their students. This finding is of value for these teachers mainly as an assurance of the fact that those students who have highly "Traditional" expectations are being positively affected, not negatively affected, by their classes.

Conclusions Regarding Factor IV: Maintenance Climate of the Class

In contrast to the other factors, this factor was very little influenced by any of the social-issues attitudes or perceptions on any of the tests. This factor was also the least related to student or congruence variables. It must be concluded, in the main, that variance in the cooperative interaction of the classroom was due to factors extraneous to the character of the class as a "social-issues" class.

Demographically it was discovered that these classes were better evaluated if:

1. The teacher was a man.
2. The teacher was married.
3. The class was in a public school.
4. The class was interdisciplinary social studies.
5. The student was a girl.

The only two social-issues variables favorably related to evaluations of the class as cooperative were:

1. Teachers perceived a moderate amount of time spent on issues (25% to 50% of class time).
2. The teacher and the student were congruent on the perception of sanctions as being or not being a possible reason for non-discussion of issues.

On the perception of the topics as "issues" and as issues discussed or not-discussed, "Race," "Marriage," "Family Planning," and "Censorship" related significantly to this factor. The nature of the relationships was mixed, however. Students with higher perceptions of these topics as "issues" and as "discussed" returned both higher and lower evaluations. It must be concluded that intervening variables were in operation.

There are no specific recommendations with regard to this factor other than those which are included in the general recommendations of the study.

Positive Influence Over All Factors

With some consistency across factors, the following statements hold true, if positive evaluations are desired:

1. Social-issues teachers need a high belief in student expression.

2. Social-issues teachers should devote a moderate amount of time (25% to 50% of class time) to issues discussion.

3. Social-issues teachers should retain moderate controls on discussion and, hopefully, utilize such discussion for on-going learning.

4. Social-issues teachers do not have to agree with their students on the pertinence of issues. They should exercise a tolerance for the discussion of issues they perceive as possibly non-pertinent. They should encourage the students to establish the pertinence and purpose of such discussions in the light of their (the students') own perceptions.

5. Social-issues teachers should not assume class immaturity as a possible reason for non-discussion, since the majority of students will not concur. However, the few students who do perceive this as a reason can be strongly affected thereby, so teachers should investigate the students' feelings in this area and provide procedural supports for students who are threatened in this area.

6. By and large, social-issues teachers should not underestimate potential topics as "issues" or ignore the possible reasons for the non-discussion of issues (other than pertinence). It is generally desirable for the teacher to establish as nearly as possible an agreement with the students. Given the possible degrees and directions of difference, it appears this can only be done through including in instructional plans room for discussion of the issues as "issues."

7. Social-issues teachers need to lead their classes to reflect on the actual occurrences in the class--what is being, or has been, discussed, how and why.

Conclusions Regarding Each of the Theorized Areas of Concern for Social-Issues Classes

The following conclusions are based on all the findings and prior interpretations made regarding each of these dimensions over all analyses.

Objectionability of Issues

The original expectation (based on attitude theory) was that the more objectionable issues were perceived as being by the respondent, and the more such issues that the respondent perceived as having been discussed, the lower the evaluations of that individual would be of social-issues teachers and classes. Since the congruence hypothesis is the same in all cases, the added qualification where congruence was considered was--the lower the agreement between teacher and student on the objectionability of issues, and the lower their agreement on such issues as discussed, the lower the evaluations would be as a result of the hypothesized defense mechanisms.

As a guess prior to study, the investigator would have thought this relationship to be the most predictable and the most likely to be found true. Yet, in view of the findings, there was only one indication that "objectionability" of issues was any real source of concern in the measured social-issues classes. This dimension related significantly only to one variable, "General Appreciation;" and, only on one test "Student Perceptions." Even on this test the dimension was only significant at the .05 level of significance. The teachers' perceptions of "objectionability" were insignificant over all tests and factors, and congruence or non-congruence added nothing to the findings.

In the case of the one significant measure on this dimension, the predicted relationship was true only at the extreme of perception. Students who felt _many_ more issues were "objectionable" did return lower "liking" evaluations of the social-issues classes. However, as was noted in previous discussions of this dimension, students who perceived _some_ issues as objectionable returned higher evaluations on "liking" than did students who felt no issues were objectionable. The stronger variable which measured this dimension, "objectionable issues" (discussed), was completely insignificant on all factors and all tests.

The possible interpretation that "objectionability of issues" is of little concern in social-issues classes must be somewhat modified by the fact that so few teachers and students varied on this dimension.

Few teachers felt any issues to be objectionable, or discussed. A quarter of the students perceived some issues as objectionable, but only 13% of them perceived them as discussed. A subtle warning comes through these findings that the "taboo" mechanisms may be working so well that this dimension did not appear to be a problem because silent agreement existed regarding the discussion of "objectionable" issues within given groups. The student/student congruence study which will follow this study should make it possible to explore this interpretation of the findings. If students within the same class do not agree on which issues were objectionable, and which discussed, then this interpretation would not be valid.

Expression

The theorized relationship was that students with high belief in expression would respond with high evaluations of social-issues teachers and classes. Since the theorized congruence relationship was the same in all cases, the consideration of this dimension would add the qualification that where teacher and student were congruent in belief in expression higher evaluations would occur. Teachers and students who were non-congruent on belief in expression would be expected to return lower evaluations.

The initial theorized relationship held true as expected. There was a positive relationship between high belief in expression and high evaluations on "General Appreciation" and "Critical Thinking." However, congruence did not appear to have the theorized effect on this variable. Congruence at low B.S.E. levels was not beneficial to evaluations nor was non-congruence in which the teacher was lower than the student on this dimension. Paired high-student/high-teacher occurrences received positive evaluations and non-congruence where the teacher was higher in B.S.E. than the student received good evaluations. All around, and in every sense, high belief in student expression resulted in positive evaluations of social-issues teachers and classes.

There did not appear to be any serious concern for low B.S.E. students being disaffected due to a teacher's high B.S.E. position. However, lower evaluations on "General Appreciation" occurred when the teacher was lower in B.S.E. than the student. Flanders' research indicated that students like classes in which there is opportunity for student talk. This research indicates they like classes in which an atmosphere exists for the expression of their own opinions on the issues. The social-issues teacher would be well advised to utilize an instructional model based on the use of student ideas. Several of the new models for social-issues instruction have this characteristic.

Teacher's Role

The theorized relationship was that students might name "role expectations" for the teacher that would lead them to expect the teacher to perform rather traditionally. It was felt, therefore, that social-issues teachers might be devaluated due to "non-traditional" behavior. Consideration of congruence would add the further qualification that when teacher and student agreed on the teacher role high evaluations would occur. When they disagreed, lower evaluations would occur.

On the initial tests, it was found that students gave high evaluations to teachers whose actual behavior was perceived as being moderate in controls and who utilized discussion for ongoing learning. Too low or too high a perception of the control system resulted in negative evaluations on three of the four factors measured. Congruence analysis indicated that it was desirable for the teacher and student to have the same perception of the teacher's actual behavior.

On B.T.S.V., the measure of general traditional attitude, it was found that the "most-traditional" students felt that they made logical gains in the social-issues class more frequently than the "low-traditional" students. Congruence indicated that the teacher would not be well evaluated on this factor if his/her own B.T.S.V. was higher than the student's. There was no indication, however, that "traditional" expectations lead to student disaffect. In fact, it appeared that the teachers could move further in the direction of the "non-traditional" students.

These findings tend to remove the concern for devaluation of the social-issues teacher's lack of "traditional role behavior" (i.e., not sticking to the books, not having high controls over the class, etc.). While the social-issues teacher should retain moderate control of the class, the other non-traditional characteristics appear to be positive influences.

Maturity

While no theorized relationship was made regarding this dimension, it was discovered during analysis that the teacher's and students' attitudes regarding the "maturity" of the class was significantly related to evaluations. This dimension made differences in the students' responses both on "General Appreciation" and on "Purposiveness."

In terms of "General Liking" it was discovered that the teacher should have about the same view as the student regarding whether or not "class-immaturity" was a possible reason for non-discussion of issues. Since by far the majority of students do not consider this a reason, the probability is high that the teacher should not offer this reason if good evaluations on "General Liking" are desired.

On the factor "Purposiveness of the class," it was discovered, however, that the few students who did perceive maturity as a possible reason for non-discussion were more disaffected than the great majority who did not offer this reason. When congruence was considered it was found that the teacher would be best evaluated, again, if her perception was congruent with the students'. Some losses in evaluation of the class as purposive occurred with non-congruence in either direction. The most severe disaffect occurred, however, when the student was the one concerned about "class immaturity."

The recommendation made for social-issues teachers was that they not consider "class immaturity" a presumed reason for non-discussion of any issue. It would seem desirable, instead, to discover the students' perceptions regarding this problem. Those few students who feel that the class is (or might be) too immature to discuss a given issue may be able to identify the basis for this reason being offered. Procedural modification smay relieve their concerns.

Sanctions From Reference Group

The theorized relationship on this dimension was that those students who felt that there were sanctions attached to the discussion of issues from other reference groups (community, parents, etc.) would feel cross-pressured, especially if such issues were discussed, and react by devaluating the teacher and the class. When congruence was considered it was assumed that teacher and student should agree on the sanctions related to the discussion of issues, and that devaluation would occur with non-congruence.

As an initial perception of the teacher and/or student, sanctions did not appear significantly related to evaluations on any factor. However, congruence markedly increased the significance of this dimension. When congruence was considered, sanctions made evaluative differences on three of the four factors. The factors affected were: "Purposiveness," "Critical Thinking," and "Maintenance Climate."

Analysis of the relationships involved made it clear that the teacher and the student should concur on whether or not sanctions are a possible reason for non-discussion.

Again, it appears necessary for the social-issues teacher to use "reflective" processes in the classroom, which will allow the class members to express their views of a issue as a topic of discussion.

Pertinence

The theorized relationship on this dimension was that individuals who felt that many issues were non-pertinent and/or who felt many non-pertinent issues had been discussed would return low evaluations of the social-issues teachers and classes. When congruence was considered it was presumed that the teacher and student should agree on the pertinence of issues and on the number of non-pertinent issues discussed, if good evaluations were to occur.

It was discovered that the teacher's perception of some issues as non-pertinent, and some such issues as discussed, had a very positive effect on the evaluations of the social-issues class as "Purposive" and to some degree as "Cooperative." The students' initial perceptions did not appear to make any significant difference to evaluations at all. When congruence was considered, this relationship became even more obvious. Teachers very non-congruent with their students in holding the perception that some possibly non-pertinent issues had been discussed received the best evaluations on "Purposiveness." The only conclusion that can be reaced is that social-issues teachers should allow the students to determine the pertinence of the issues under consideration.

Controversiality

The theorized relationship was that the higher the individual's perception of the controversiality of issues and the more such highly-controversial issues perceived as discussed, the lower the evaluations would be of social-issues teachers and classes. When congruence was considered it was assumed that teacher and student agreement on the controversiality of issues and the number of such issues discussed would result in higher evaluations of the teacher and class.

As initial perceptions of the teacher and student, the controversiality of the issues did not appear to make any significant difference to evaluations on any factor. Only the percent of time spent on controversial-issues discussions appeared to be related to evaluation. Students gave better evaluations on "Purposiveness" and "Cooperation" when moderate amounts of class time were spent on issues discussions--25%-50% of class time. Since this finding can be related to the previous finding that students gave the best evaluations to teachers who utilized such discussions for ongoing learning, it can be recommended that half of the class time be spent on such utilization of the ideas raised during discussions. Again, the reader is encouraged to explore the new instructional models for excellent suggestions for using student discussions effectively as a basis for ongoing learning.

The dimension of "controversiality of the issues" appeared to become relevant when congruence was considered. While the actual discussion of such issues was a positive influence on liking of the class and on evaluations of the class as purposive, it was discovered that the teacher should be congruent with the students on the perception of "controversiality" if the best evaluation were to be obtained.

Conclusions Regarding the Theorized Areas of Concern and Social-Issues Instruction

Of the original six theorized areas of concern only three appeared to be of any real consequence regarding social-issues instruction. It did appear that teachers need to be concerned regarding their students' perceptions of issues as controversial, objectionable and/or as sanctioned by reference groups. It appeared they also needed to concur with their students on the "maturity" of the class to discuss a given issue. It has been suggested that teachers use reflective processes to encourage students to express their opinions in these areas.

These teachers did not appear to have great sources of concern in the areas of "pertinence of issues," "teacher role," or "expression."

Conclusions Regarding Congruence Between Teachers and Their Own Students

As an overall conclusion, it would have to be said that teacher/student congruence on the fifteen general social-issues measures was not much better than chance. On ten of the fifteen variables congruence occurred almost exactly at chance. On the basis of these data, teachers might ordinarily expect only a quarter to a half of the class to have the same general attitudes and perceptions as his/her own.

Congruence was considerably higher on the identification of specific topics as "issues," (50% congruence). Sixty-four percent congruence was obtained on the dichotomous variables which were identifications of specific topics considered controversial as recently discussed or not discussed. From topic to topic there was great difference in congruence, however.

With regard to direction of non-congruence, it was possible to identify three groups of variables: those on which the teachers predominantly clustered to one side, those on which the students predominantly clustered to one side, and those on which non-congruence split in both directions. Teachers tended to have overall higher perceptions of the percent of time spent on issues. They perceived more "possibly non-discussable" issues as having been discussed. They were much more likely to consider maturity as a possible reason for non-discussion. Students were much higher on belief in student expression and on belief in "Traditional Values." They were more likely to identify topics as personally objectionable and as highly controversial. In the case of these rather consistent differences, it is a simple matter to advise the teachers of such differences. On the balance of the attitudes and perceptions, non-congruence could go in either direction. In the case of such variables, it would appear necessary for the teacher who is concerned about awareness of the students' attitudes and perceptions to make the effort to determine where he/she stands in relationship to the students in a given class.

Since teachers cannot assume that their students share their perceptions regarding the issues, issues instruction, or even the occurrences in the class, one clear recommendation emerges from the data. Social-issues teachers should make the discussion of these attitudes and perceptions part of the instructional plan. In this manner, members of the group can become aware of each other's perceptions and attitudes and modifications may be made in view of differences.

Utilization of an instructional model which is "reflective" or "inquiry" oriented provides the best method for instructional behavior, which would be of benefit in alleviating possible non-congruence problems. The intent of such a method is not to remove or put stress on all non-congruence, but to allow class members to become aware of each other's perceptions and seek to respond to these differences in a rational manner. Such instructional behavior, on its own, should remove much of the stresses which might otherwise result in the kinds of devaluations about which this study is concerned.

Summary of Salient Findings

Regarding Social-Issues Teachers and Classes

1. All these teachers perceived that they spent 25% or more of the class time on social-issues; but some students perceived that less time had been spent.

2. None of these teachers perceived that they ever stopped an issues discussion, and the students agreed that they had not done so.

3. All these teachers perceived that four or more issues had been discussed in the last month, but some students felt that fewer issues had been discussed.

4. These teachers perceived few or no issues as objectionable; and if they perceived an issue as objectionable, they did not identify that issue as discussed. Students, on the other hand, were more likely to perceive issues as objectionable, and as discussed.

5. Teachers did not offer personal reasons for the non-discussion of social issues. Students did offer this reason, however.

6. Teachers offered class immaturity and non-pertinence as the most likely reasons for non-discussion of issues. Students were particularly unlikely to offer class immaturity as a non-discussion reason.

7. Students perceived more issues to be controversial and more controversial issues as discussed than did the teachers.

8. Students tended to perceive the teachers as somewhat more controlling of issues discussions than was the teacher's own perception.

9. Students tended to have higher "Belief in Student Expression of Opinions" than did the teachers.

10. Students tended to have higher "Belief in Traditional Values" than did the teachers.

11. Overall, the likelihood that a student and his/her own teacher would have the same basic attitudes and perceptions regarding the issues and issues instruction was no better than chance.

12. While the student and his/her own teacher were somewhat more likely to agree regarding actual occurrences in the class, the probability of congruence was not much better than chance.

Regarding Evaluations in General

13. There was no indication that students in general responded negatively to or were "disaffected" by social-issues instruction.

14. Students returned generally favorable evaluations of social-issues classes and teachers in all four of the measured areas: "General Appreciation of the Teacher and Class," "Purposiveness of the Class," "Critical

Thinking in the Class," and "Cooperative Maintenance Climate of the Class."

16. There was some variance in evaluations both in individual scores and in class-means which indicated that characteristics of the teacher, class and/or student were influences on evaluation.

Regarding Influences on Evaluations

17. "Average" students (both academically and socially) appeared to best like social-issues classes.

18. Married, urban, public school teachers and teachers with interdisciplinary social-studies classes were best evaluated on the purposiveness and cooperative climate of their classes.

19. A high belief in student expression of opinions on the part of both the teacher and students related to positive evaluations on liking and critical thinking.

20. Moderate teacher classroom controls related positively to student liking and to evaluations of the class as purposive.

21. The teacher or the student having the perception that "class immaturity" was a possible reason for non-discussion of issues resulted in negative evaluations.

22. Positive evaluations were related to teacher and student congruence on the controversiality of issues.

23. Students who perceived many issues as objectionable tended to give low evaluations to social-issues classes in general liking or appreciation.

24. Higher evaluations were given when 25% to 50% of the class time was spent on social issues.

25. Teacher/student non-congruence on the pertinence of issues discussed resulted in positive evaluations, if the teacher perceived that non-pertinent issues had been discussed; but the students felt they were pertinent.

26. Teacher/student congruence on the possible reasons for the non-discussion of issues (other than pertinence) related to favorable evaluations.

27. Teacher/student congruence on the possibility of disapproval of issues from other reference groups related to favorable evaluations.

28. In general, teacher/student congruence appeared to be most highly related to student evaluations of the class as purposive.

29. The specific topics which relate to evaluations may change over time,and certain specific topics seemed likely to be more related to evaluations than others; but it was clear that perceptions regarding particular topics could affect evaluations in all four measured areas.

30. In general, the actual discussion of issues related positively to evaluations.

Recommendations Regarding Social-Issues Instruction

1. It does not appear that teachers can "go wrong" by including social-issues discussions in instruction. Not only were social-issues teachers well evaluated in general, but all the variables of this study related to the *actual* discussion of issues indicated that positive student responses were given when issues were *actually* discussed. This was true without regard to the occasional problems that appeared to relate to the students' basic perceptions of the issues "as issues." It was found that students, in general, had a high belief in student expression and that teachers were well evaluated when their belief in expression was as high or higher than the students'. These findings are clearly supportive of social-issues discussions, and should help to remove any hesitancy teachers might have regarding the inclusion of social-issues in instruction.

2. In terms of teacher stance, it does not appear desirable for the teacher to have "traditional or authoritarian" objectives or beliefs. However, the teacher should function

in a "leadership" capacity in the classroom. "_Laissez-faire_" teachers were not well evaluated by the students. It is suggested that moderate and indirect teacher controls should be exerted over issues discussions. It is also suggested that the social-issues teacher balance classroom activities between social-issues discussions and the meaningful utilization of these discussions for ongoing learning. It is important that the students be aware of the purposes of social-issues discussions and that they feel that they are moving toward those purposes in an orderly fashion. (The teacher's leadership role should not extend itself to determining whether or not an issue is pertinent for discussion, however. The students should be allowed to determine the pertinence of the issues under consideration.)

3. In addition to the discussion of "the issues" themselves, it is recommended that social-issues teachers devote the necessary amount of class time to the reflective processes of analyzing the activities of the class. Teachers should encourage the class to discuss areas such as the following:

(a) The pertinence and purposes for discussing issues in general or a given issue in particular.

(b) The processes by which issues or a given issue should be investigated, including perceptions of the teacher's and the student's role in investigation.

(c) Perceptions of what has occurred, will occur, or should occur in the class.

(d) Perceptions regarding topics which have been raised for discussion; such as, the controversiality of the issue, the possible reasons for non-discussion of the issue, etc.

Recommendations for Further Study

1. It is my impression that far too many uncontrolled variables were involved for clear conclusions to be made on its congruence relationships. The non-experimental and non-parametric research method used could only provide indicators of whether or not congruence was a powerful influence in the evaluation of social-issues classes. In view of the highly significant findings on the factor "Purposiveness," it would appear justified to say that congruence principles were operating on this evaluation at least. While additional evidence would be necessary to explore the validity of this conclusion, it did appear possible that according to congruity principles some attitudinally non-congruent students were responding by devaluating these classes as "purposive." A follow-up study is already underway which will convert these congruence variables to parametric statistics for correlation and regression analyses related to "Purposiveness of the Class." Greater insights should be possible when such data are available.

2. One major area of investigation which needs to be added in order to complete the picture of classroom congruence on attitudes and perceptions is that of student-to-student congruence. It may be that classmate congruence is an even more powerful influence on evaluations than is teacher/student agreement. This investigation is currently underway.

3. This study suffered from the usual limitations of the use of closed-end survey instruments. It would be of considerable interest to obtain open-ended information which could help to establish a broader range of the topics currently perceived as issues and a better understanding of the sense in which various topics are perceived as "issues" by teachers and students.

4. Objective measures of actual occurrences would also be of value in areas where subjective perceptions were being compared. It would be of interest to know, for example, what the teacher's actual behavior was or which issues were, in fact, discussed and in what manner.

APPENDIX I

SAMPLING INFORMATION AND INSTRUMENTS

INQUIRY INTO SOCIAL ISSUES PROJECT ABSTRACT
IDENTIFICATION OF SOCIAL-ISSUES TEACHERS
MICHIGAN SOCIAL ISSUES STUDENT QUESTIONNAIRE
MICHIGAN SOCIAL ISSUES TEACHER QUESTIONNAIRE
MINNESOTA STUDENT ATTITUDE INVENTORY

Pages 235-271 have been deleted.

The instruments originally included in this appendix may be found in Appendix II of Volume I: Project Report.

APPENDIX II

STATISTICAL PROGRAMS

COMPUTING CENTER MEMO #41

COMPUTING CENTER MEMO #44

Pages 273-285 have been deleted.

The computer program descriptions originally included in this appendix are on file at the University of Michigan Computer Center.

APPENDIX III

FREQUENCY DISTRIBUTIONS OF EVALUATIVE FACTORS BY CLASS

APPENDIX III

"General Affect" Frequency Distribution by Class

009

N = 23

Mean = 2.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
8	9	3	1	1

139

N = 13

Mean = 2.5

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
5	2	2	3	1

230

N = 20

Mean = 3.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	4	8	4	3

256

N = 19

Mean = 2.7

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	9	6	1	2

375

N = 15

Mean = 3.8

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	0	8	2	5

467

N = 23

Mean = 3.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
2	5	6	7	3

"General Affect"
Frequency Distribution
by Class

619

N = 15

Mean = 4.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	0	4	4	7

657

N = 23

Mean = 2.3

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
4	11	4	4	0

676

N = 21

Mean = 2.9

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
2	6	7	5	1

686

N = 17

Mean = 3.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	3	6	4	3

508

N = 22

Mean = 1.3

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
15	7	0	0	0

518

N = 17

Mean = 3.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	3	8	2	2

"General Affect"
Frequency Distribution
by Class

530

N = 9

Mean = 4.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	2	1	5	1

591

N = 20

Mean = 3.95

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	3	5	2	10

285

N = 26

Mean = 3.1

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
5	4	7	4	6

283

N = 21

Mean = 3.8

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	2	4	7	7

328

N = 24

Mean = 4.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	1	4	8	11

"Purposiveness"
Frequency Distribution
by Teachers

009

N = 23

Mean = 3.7

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
0	0	9	12	2

139

N = 13

Mean = 1.2

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
8	4	1	0	0

230

N = 20

Mean = 2.15

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
4	10	5	1	0

256

N = 19

Mean = 2.0

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
4	9	4	1	0

375

N = 15

Mean = 2.5

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
4	3	5	2	1

467

N = 23

Mean = 3.3

1 Negative	2 Undecided Negative	3 Undecided Positive	4 Positive	5 V Positive
1	3	10	5	4

"Purposiveness"
Frequency Distribution
by Teachers

619	1	2	3	4	5
N = 15	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.1	1	2	7	4	1

657	1	2	3	4	5
N = 23	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.0	2	3	11	7	0

676	1	2	3	4	5
N = 21	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.7	0	3	5	8	5

686	1	2	3	4	5
N = 17	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 4.1	0	0	4	7	6

508	1	2	3	4	5
N = 22	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 2.1	8	6	6	2	0

518	1	2	3	4	5
N = 17	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 4.5	0	0	0	9	8

"Purposiveness"
Frequency Distribution
by Teachers

530

N = 9

Mean = 4.8

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	0	1	0	8

591

N = 20

Mean = 3.95

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	3	4	4	9

285

N = 26

Mean = 4.0

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	1	3	13	8

283

N = 21

Mean = 4.4

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	0	2	8	11

328

N = 24

Mean = 3.5

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	3	7	10	3

"Logical Benefits"
Frequency Distribution
by Class

009

N = 23

Mean = 3.2

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	5	10	6	2

139

N = 13

Mean = 2.9

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
3	2	3	3	2

230

N = 20

Mean = 3.35

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	6	5	5	4

256

N = 19

Mean = 2.9

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	6	7	3	2

375

N = 15

Mean = 3.5

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	1	6	4	3

467

N = 23

Mean = 2.7

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
4	5	9	3	2

"Logical Benefits"
Frequency Distribution
by Class

619

N = 15

Mean = 3.5

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	3	1	7	3

657

N = 23

Mean = 3.0

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	4	11	7	0

676

N = 21

Mean = 3.0

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
1	8	5	4	3

686

N = 17

Mean = 3.5

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	3	6	4	4

508

N = 22

Mean = 2.6

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
6	4	6	5	1

518

N = 17

Mean = 3.2

1	2	3	4	5
Negative	Undecided Negative	Undecided Positive	Positive	V Positive
0	5	6	3	3

"Logical Benefits"
Frequency Distribution
by Class

530	1	2	3	4	5
N = 9	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.5	1	1	2	2	3

591	1	2	3	4	5
N = 20	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.0	3	5	4	5	3

285	1	2	3	4	5
N = 26	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.0	4	4	9	7	2

283	1	2	3	4	5
N = 21	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 2.5	7	4	4	4	2

328	1	2	3	4	5
N = 24	Negative	Undecided Negative	Undecided Positive	Positive	V Positive
Mean = 3.75	0	1	17	5	1

"Maintenance Climate"
Frequency Distribution
by Teacher

009

N = 23

Mean = 3.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	5	12	6	0

139

N = 13

Mean = 1.6

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
7	5	0	1	0

230

N = 20

Mean = 3.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	7	7	4	2

256

Mean = 3.1

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	4	8	4	2

375

N = 15

Mean = 3.8

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	1	4	7	3

467

N = 23

Mean = 3.0

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
4	2	9	6	2

"Maintenance Climate Frequency Distribution by Teacher

619

N = 15

Mean = 3.7

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	2	5	4	4

657

N = 23

Mean = 3.4

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	4	10	5	4

676

N = 21

Mean = 3.5

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	2	6	9	3

686

N = 17

Mean = 3.9

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	1	4	7	5

508

N = 22

Mean = 2.4

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
4	8	8	2	0

518

N = 17

Mean = 2.8

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
5	2	4	4	2

"Maintenance Climate" Frequency Distribution by Teacher

530
N = 9
Mean = 4.3

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	1	1	1	6

591
N = 20
Mean = 3.2

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
6	1	1	6	6

285
N = 26
Mean = 3.9

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	2	6	10	8

283
N = 21
Mean = 4.3

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
0	1	4	3	13

328
N = 24
Mean = 3.5

1	2	3	4	5
Negative	Undecided	Undecided Positive	Positive	V Positive
1	0	9	13	1

APPENDIX IV

CODING MANUAL OF INDEPENDENT VARIABLES SETS
WITH FREQUENCY DISTRIBUTIONS OF SAMPLE POPULATION

MICHIGAN SOCIAL ISSUES TEACHER QUESTIONNAIRE
DEVELOPMENT OF ATTITUDINAL SCALES

MICHIGAN SOCIAL ISSUES STUDENT QUESTIONNAIRE
DEVELOPMENT OF ATTITUDINAL SCALES

CONGRUENCE-CODING MANUAL - FIFTEEN INITIAL
VARIABLES

APPENDIX IV

Set I (Independent Variables) Coding and Frequency Distributions on Each Variable

Methods of Collapsing Used for Independent Variables

(All student/teacher matched variables are coded the same)

1. Var. 1 (Teacher)
2. Var. 50 (Student)

Teacher Stance

Since no teachers and virtually no students selected 3 (Teacher stops discussion) or 5(Teacher allows discussion to proceed without interference), (the 2 extreme original alternatives), these categories were collapsed into the nearest behavioral level on a continuum of control resulting in the following coding scale:

Questionnaire Responses	1 + 5	2 + 3	4	6
Coded	1	2	3	4
Interpreted	Low teacher controls in discussion	High teacher controls	Teacher uses discussion	Moderate teacher controls
Teacher Distribution N = 17	5	3	5	4
Student Distribution N = 311	93	79	65	75

2. Var. 2 (Teacher)

Var. 35 (Student) Percent of Time Spent on Issues

All teachers had identified themselves as 25% or over, however, all the students did not agree, this variable was coded at 3 levels, level 3 being only student perception.

Code	1	2	3
Interpretation	25%-50%	50%-100%	Under 25%
Teacher Distributions N = 17	11	6	0
Student Distributions N = 311	94	150	67

3. Var. 3 (Teacher)

Var. 36 (Student) Degree of Controversial Perception (Item X degree)

The observed range of teacher scores was from 18-29. The students ranged from 13-33 on a possible range of 13-39. This variable was recoded at 3 levels as follows:

Code	1	2	3
Scores included	13-21	22-26	27 and up
Interpretation	Low controversial perception	Medium controveraial perception	High controversial perception
Teacher Distrib. N = 17	4	5	8
Student Distrib. N = 311	46	124	141

4. Var. 4 Listed Issues Teacher Would Discuss (Teacher only)

This available range on this item was 0-13. The teachers actually ranged from 3 to 13 with a very clustered frequency distribution. This variable was recoded as follows:

Code	1	2	3
Actual scores	13-21	22-26	27 and up
Interpretation	Low willingness to discuss	Moderate willingness to discuss	High willingness to discuss
Teacher Distribution N = 17	5	6	6

5. Var 5 (Teacher)
Var. 37 (Student)
Number of Issues Actually Discussed

The possible range on this variable was 0-13. The students ranged from 0-11. The observed teacher range ran from 3 to 9. This variable was recoded as follows:

Code	I	2	4	1 Student only
Actual Scores	3-5	6-7	8 or more	3 or less
Interpretation	Med. issues	High issues	Very high issues	Low # issues
Teacher Distrib. N = 17	5	8	4	
Student Distrib. N = 311	121	83	28	79

3. Var. 8 (Teacher Only) Teacher Years of Service

The actual range of teacher years ran from 1-7. This variable was recoded as follows:

Code	1	2	3
Actual scores	1-2	3-4	5-7
Interpretation	Short service	Medium service	Long service
Teacher Distribution N = 17	5	6	6

9. Var. 9 (Teacher only) Teacher Tenure

The original range was used:

Code	1	2	3
Interpretation	Yes	No	Tenure not offered
Teacher Distribution N = 17	10	4	3

10. Var. 10 (Teacher only) Public-Non-Public *Pararacial & Private were combined

Code	1	2
Interpretation	Public	Non-Public
Teacher Distribution N = 17	13	4

11. Var. 11 (Teacher only) Community Characteristics

Code	1	2	3
Interpretation	Small town rural	Suburban	Urban
Teacher Distribution N = 17	4	7	6

12. Var. 12 (Teacher only) Teacher Degree

* None had less than Bachelors

None more than Masters

Code	1	2
Interpretation	Bachelors	Masters
Teacher Distribution N = 17	8	9

13. Var. 13 (Teacher)

Var. 30 (Student)

Sex

Code	1	2
Interpretation	M	F
Teacher Distri. N = 17	12	5
Student Distri. N = 311	147	164

14. Var. 14 (Teacher only) Marital Status

* Other categories offered were not utilized

Code	1	2	3
Interpretation	Married	Single	Religious
Teacher Distri. N = 17	11	3	3

15. Var. 15 (Teacher only) Age

The teachers' actual ages were collapsed into 3 categories as follows:

Code	1	2	3
Interpretation	in 20's	in 30's	in 40's-50's
Teacher Distrib. N = 17	6	5	6

16. Var. 16 (Teacher only) Elected-Required

Code	1	2
Interpretation	Elected	Required
Teacher Distrib. N = 17	10	7

17. Var. 17 (Teacher only) Racial composition

The sample contained only one black teacher with an all black class. In addition there were 5 white teachers with interracial classes. The classes were coded as follows:

Code	1	2
Interpretation	Uniracial	Interracial
Teacher Distrib. N = 17	12	5

18. Var. 18 (Teacher only) Class type

A wide range of types of curriculum offerings were encountered in the sample. The type of class was collapsed as follows:

Code	1	2	3
Interpretation	Single discipline Soc. Studies	Inter-disciplinary Soc. Studies	Combined subjects Humanities, etc.
Teacher Distrib. N = 17	7	6	4

19. Var. 19 (Teacher) Number of Issues Considered Highly Controversial

Var. 39 (Student)

The possible range of scores ran from 0-13. The actual teacher range ran from 0-6. The student range from 0-8. This variable was recorded as follows:

Code	1	2	3
Actual scores	0-2	3-6	7 and up
Interpretation	Low # H-C issues	Med # H-C Issues	High # H-C Issues
Teacher Distrib. N = 17	8	9	0
Student Distrib. N = 311	72	195	44

20. Var. 20 (Teacher) Number of Highly Controversial Issues Actually Discussed

Var. 40 (Student)

The range observed ran from 0-6. This variable was coded as follows:

Code	1	2	3
Actual scores	0-1	2	3+
Interpretation	Low teaching of HCI	Med teaching of HCI	High teaching of HCI
Teacher Distrib. N = 17	6	5	6
Student Distrib. N = 311	93	70	148

21. Var. 21 (Teacher) Issues that Should not be Taught

Var. 40 (Student)

/

)

Code	1	2	3
Interpretation	None	1-2	3 and up
Teacher Distribution N = 17	14	3	0
Student Distribution N = 311	159	79	73

22. Var. 22(Teacher) Var. 41 (Student) Issues on Which Sanctions Were Perceived as Possible Reasons for Non-Discussion

Code	1	2
Interpretation	None	Any #
Teacher Distribution N = 17	12	5
Student Distribution N = 311	203	108

23. Var. 23 (Teacher) Var. 42 (Student) Issues on Which Student Maturity Was Perceived as a Possible Reason for Non-Discussion

Code	1	2
Interpretation	None	Any #
Teacher Distribution N = 17	8	9
Student Distribution N = 311	258	53

24. Var. 24 (Teacher) Var. 43 (Student) Issues on Which Pertinence to Subject Matter was Seen as a Possible Reason for Non-Discussion

Code	1	2
Interpretation	None	Any #
Teacher Distribution N = 17	8	9
Student Distribution N = 311	163	148

25. Var. 25 (Teacher Only) Total Number of Issues for Which Possible Non-Discussion Reasons Were Offered

Code	1	2	3
Actual scores	0-3	4-6	7 +
Interpretation	Low possible cause	Med possible cause	High possible cause
Teacher Distribution N = 17	7	5	5

26. Var. 26 (Teacher) Possibly Non-Pertinent Subjects Actually Discussed
Var. 46 (Student)

Code	1	2	3
Interpretation	Perceived No sub. Non-Pert	Perceived - None Taught	Perceived Non Pert + Taught
Teacher Distribution N = 17	7	7	3
Student Distribution N = 311	161	107	43

27. Var. 27 (Teacher) Subjects (Reasons Other than Non-Pertinence Possible) Actually Discussed
Var. 48 (Student)

Code	1	2	3
Interpretation	Perceived No Other Reasons	Other Reason Issues Not Taught	Other Reason Issues Taught
Teacher Distribution N = 17	7	3	7
Student Distribution N = 311	160	59	92

28. Var. 28 (Teacher) Total # of Issues (Reasons other Than Pertinence Possible for Non-Discussion)

Var. 47 (Student)

Code	1	2	3
Actual scores	0	1-3	4-13
Interpretation	no other reasons	few other reasons	many other reasons
Teacher Distribution N = 17	7	5	5
Student Distribution N = 311	160	71	79

29. Var. 29 Grade (Age) (Student) (Omit)

Code	1	2	3
Interpretation	Jr. High	10 + 11	12
Student Distribution N = 311			

30. Var. 30 Grade Point Average (Student)

Code	1	2	3
Interpretation	A	B	C or Below
Student Distribution N = 306	18	119	169

31. Var. 32 (Student) Parental Occupation

Code	1	2	3
Scores	1-2	3-4-5-6	7-8-9
Interpretation	High SEC	Med SEC	Low SEC
Student Distribution N = 262	31	146	85

32. Var. 44 (Student) Personal Reasons Possible for Non-Discussion

Code	1	2
Interpretation	0	Any
Student Distribution N = 311	202	109

33. Var. 49 (student) Issues (Considered Objectionable) Actually Taught

Code	1	2
Interpretation	0	Any
Student Distribution N = 311	268	43

34. Var. 45 (Student) Number of Non-Pertinent Issues

Code	1	2	3
Interpretation	0	1-2-3	4 +
Student Distribution N = 311	168	91	52

MICHIGAN SOCIAL ISSUES TEACHER QUESTIONNAIRE
DEVELOPMENT OF ATTITUDINAL SCALES

Secondary analysis of the Michigan Social Issues Teacher Questionnaire involved the development of a number of attitudinal scales and groupings from related items in the questionnaire.

A factor analysis was performed on responses to the attitudinal items in questions 12 and 13 of the questionnaire. Three factors emerged from the analysis: one which tends to measure "Belief in Teacher Expressiveness," a second which tends to measure "Belief in Student Expressiveness," and a third which measures "Authoritarianism and Belief in Traditional Values."

The factors and the attitudinal items which load heavily on these factors were as follows:

TABLE A

BELIEF IN TEACHER EXPRESSIVENESS

Item	Loading
1. Reveal own opinions supported by reasons before unit of study is finished.	Positive
2. Keep own opinions hidden under any and all circumstances.	Negative
3. The teacher should remain neutral to be objective.	Negative
4. The teacher can take a position and be objective.	Positive

TABLE B

BELIEF IN STUDENT EXPRESSIVENESS

Item	Loading
1. All ideas should be publicly defended.	Positive
2. Reasons for opinions should be discussed openly.	Positive
3. I feel that students should participate in class discussion every day.	Positive
4. Students should be encouraged to voice their opinions on all subjects.	Positive

TABLE C

BELIEF IN AUTHORITARIAN AND TRADITIONAL VALUES

Item	Loading
1. The main purpose of social-studies courses is to teach students to be good and loyal citizens.	Positive
2. Obedience and respect for authority are the most important virtues children should learn.	Positive
3. Young people should not have too easy access to questionable literature.	Positive
4. The American system of government is one that all nations should have.	Positive
5. A teacher has a responsibility to see that the students develop the correct values.	Positive

Using the above items, three scales were developed to measure the factors. A teacher's score on an attitudinal factor was calculated as follows:

$$\text{Score} = n \sum_{1} (4(SA) + 3(A) + 2(D) + (SD)) - n$$

where n = the items which load positively on the factor, SA = a response of strongly agree with the statement, A = a response of somewhat agree, D = a response of somewhat disagree, and SD = a response of strongly disagree.

For the factor, "Belief in Student Expression," a range of scores from 0 - 12 was possible. These scores were utilized to assign individuals to three BSE groups as follows:

BSE Group	BSE Scale Score Range
1	0 - 7
2	8 - 9
3	10 - 12

The higher a teacher's score or grouping, the greater his Belief in Student Expression.

MICHIGAN SOCIAL ISSUES STUDENT QUESTIONNAIRE
DEVELOPMENT OF ATTITUDINAL SCALES

Analysis of the Michigan Social Issues Student Questionnaire involved the development of a number of attitudinal scales from related items in the questionnaire. The procedure followed is described below.

A factor analysis was performed on responses to the attitudinal items in questions 9 and 10 of the Michigan Social Issues Student Questionnaire. Three factors emerged from the analysis: one which tends to measure "Belief in Traditional Values," a second which tends to measure "Closed Dogmatism," and a third which measures "Belief in Student Expression."

The factors and the attitudinal items which loaded heavily on these factors were:

TABLE A

BELIEF IN TRADITIONAL VALUES

Item	Loading
1. Obedience and respect for authority are the most important virtues students should learn.	Positive
2. It should not be too easy for young people to get questionable literature.	Positive
3. A teacher should stick to the material and schedule in the official curriculum guide.	Positive
4. The American system of government is one that all nations should have.	Positive
5. A teacher has a responsibility to see that the students develop the correct values.	Positive

TABLE B

CLOSED-DOGMATISM

Item	Loading
1. Keep own opinions hidden under any and all circumstances.	Positive
2. Students should be encouraged by the teacher to keep opinions to themselves.	Positive
3. Some value judgments are better than others.	Positive
4. Some ideas should be accepted without any question.	Positive

TABLE C

BELIEF IN STUDENT EXPRESSION

Item	Loading
1. All ideas should be openly discussed.	Positive
2. Reasons for opinions should be discussed openly.	Positive
3. I feel that students should participate in class discussion every day.	Positive

Using the above items, three scales were developed to measure the factors. A teacher's score on an attitudinal scale was calculated as follows:

$$\text{Score} = \sum_{1}^{n} (4(SA) + 3(A) + 2(D) + (SD)) - n$$

where n = the items which load positively on the factor, SA = a response of strongly agree with the statement, A = a response of somewhat agree, D = a response of somewhat disagree, and SD = a response of strongly disagree.

Thus, the three factors scaled as follows:

BTV Scale	Range 0 - 16
CD Scale	Range 0 - 12
BSE Scale	Range 0 - 9

The BSE scale scores were used to assign individuals to three BSE groups as follows:

BSE Scale Score	BSE Group
0 - 5	1
6 - 7	2
8 - 9	3

The higher a student's group or scale score, the greater his belief in student expression.

CONGRUENCE-CODING MANUAL
FIFTEEN INITIAL VARIABLES

1. Belief in Student Expression

Code	1	2	3	4	5
Interpretation	Teacher 2 Places Higher BSE	Teacher 1 Place Higher BSE	Congruent	Student 1 Place Higher BSE	Student 2 Places Higher BSE

2. Belief in Traditional Socio-Political Values

Code	1	2	3	4	5
Interpretation	Teacher 2 Places Higher BSTV	Teacher 1 Place Higher BSTV	Congruent	Student 1 Place Higher BSTV	Student 2 Places Higher BSTV

3. Percent of Time Spent on Issues

Code	1	2	3	4	5
Interpretation	Teacher 2 Places Higher Time	Teacher 1 Place Higher Time	Congruent	Student 1 Place Higher Time	Student 2 Places Higher Time

4. Issues (Objectionable)

Code	1	2	3	4	5
Interpretation	Teacher Many Student Few or None	Teacher More 1 Place	Congruent	Student More 1 Place	Student Many Teacher Few or None

5. Issues (Highly-Controversial)

Code	1	2	3	4	5
Interpretation	Teacher Many Student Few	Teacher More 1 Place	Congruent	Student More 1 Place	Student Many Teacher Few

6. Highly-Controversial Issues (Discussed)

Code	1	2	3	4	5
Interpretation	Teacher Many Student Few	Teacher More 1 Place	Congruent	Student More 1 Place	Student Many Teacher Few

7. Possibly Non-Pertinent Issues (Discussed)

Code	1	2	3	4	5
Interpretation	Teacher Many Student Few or None	Teacher More 1 Place	Congruent	Student More 1 Place	Student Many Teacher Few or None

8. Degree of Controversiality

Code	1	2	3	4	5
Interpretation	Teacher Higher 2 Places	Teacher Higher 1 Place	Congruent	Student Higher 1 Place	Student Higher 2 Places

9. Issues Given As Reasons For Non-Discussion (Other Than Pertinence

Code	1	2	3	4	5
Interpretation	Teacher More 2 Places	Teacher More 1 Place	Congruent	Student More 1 Place	Student More 2 Places

10. Issues (Other Reasons Given For Non-Discussion) Discussed

Code	1	2	3	4	5
Interpretation	Teacher More 2 Places	Teacher More 1 Place	Congruent	Student More 1 Place	Student More 2 Places

11. Sanctions Given As A Reason For Non-Discussion

Code	1	2	3
Interpretation	Teacher Gave Student Did Not	Congruent	Student Gave Teacher Did Not

12. Pertinence Given As A Reason For Non-Discussion

Code	1	2	3
Interpretation	Teacher Gave Student Did Not	Congruent	Student Gave Teacher Did Not

13. Maturity Given As A Reason For Non-Discussion

Code	1	2	3
Interpretation	Teacher Gave Student Did Not	Congruent	Student Gave Teacher Did Not

14. Number Of Issues Perceived As Actually Discussed

Code	1	2	3	4	5
Interpretation	Teacher Many Student Few Or None	Teacher More 1 Place	Congruent	Students More 1 Place	Student Many Teacher Few Or None

15. Stance

Code	1	2	3	4	5
Interpretation	Teacher Low Control Student High	Teacher Lower 1 Place	Congruent	Student Lower 1 Place	Student Lower 2 Places

17-28. All Twelve Specific Topics: As "Issues"

Code	1	2	3	4	5
Interpretation	Teacher Higher 2 Places	Teacher Higher 1 Place	Congruent	Student Higher 1 Place	Student Higher 2 Places

29-40. All Twelve Specific Topics: As "Discussed"

Code	1	2	3
Interpretation	Teacher Discussed Student Not	Congruent	Student Discussed Teacher Not

APPENDIX V

FREQUENCY DISTRIBUTIONS OF CONGRUENCE VARIABLES

29-40. All Twelve Specific Topics: As "Discussed"

Code	1	2	3
Interpretation	Teacher Discussed Student Not	Congruent	Student Discussed Teacher Not

APPENDIX V

FREQUENCY DISTRIBUTIONS OF CONGRUENCE VARIABLES

TABLE 1

TEACHER/STUDENT CONGRUENCE ON THE INITIAL 15 ATTITUDE & PERCEPTION VARIABLES: FREQUENCY DISTRIBUTION OF TOTAL STUDENT SAMPLE FOR EACH VARIABLE
(N=311 FOR EACH ROW)

		Congruence Positions				
Variable		1	2	3	4	5
B.S.E.	Interp.	Teacher BSE Higher (2 Places)	Teacher BSE Higher (1 place)	Congruent	Student BSE Higher (1 place)	Student BSE Higher (2 places)
	F.D.	13	43	101	108	46
BST.V.	Interp.	Teacher BSTV Higher (2 places)	Teacher BSTV Higher (2 places)	Congruent	Student BSTV Higher (1 place)	Student BSTV Higher (2 places)
	F.D.	11	42	84	133	41
% of Time	Interp.	Teacher More Time (2 places)	Teacher More Time (1 place)	Congruent	Student More Time (1 Place)	Student More Time (2 places)
	F.D.	20	72	109	110	0
Issues Objectionable	Interp.	Teacher Many Student None	Teacher More Student None	Congruent	Student More Teacher Less	Student Many Teacher None
	F.D.	0	16	158	67	70

Table 1 (Continued)

		Congruence Positions				
Variable		1	2	3	4	5
Issues Highly Controversial	Interp.	Teacher More (2 places)	Teacher More (1 place)	Congruent	Student More (1 place)	Student More (2 places)
	F.D.	0	24	154	115	18
Highly-Controversial (and discussed)	Interp.	Teacher More Discussed (2 places)	Teacher More Discussed (1 place)	Congruent	Student More Discussed (1 place)	Student More Discussed (2 places)
	F.D.	25	43	141	59	43
Non-pertinent (and Discussed)	Interp.	Teacher More Discussed (2 places)	Teacher More Discussed (1 place)	Congruent	Student More Discussed (1 place)	Student More Discussed (2 places)
	F.D.	33	72	137	51	18
Total Perception of Issues as Controversial	Interp.	Teacher More Controversial (2 places)	Teacher More Controversial (1 place)	Congruent	Student More Controversial (1 place)	Student More Controversial (1 place)
	F.D.	12	77	132	54	36
# of Issues which have Non-Discussion Reasons (Other Than Pertinence)	Interp.	Teacher More (2 places)	Teacher More (1 place)	Congruent	Student More (1 place)	Student More (2 places)
	F.D.	61	66	94	49	41

Table 1 (Continued)

		Congruence Positions				
	Variable	1	2	3	4	5
Other Non-Discussion (and Discussed)	Interp.	Teacher More (2 places)	Teacher More (1 place)	Congruent	Student More (1 place)	Student More (2 places)
	F.D.	82	45	99	37	48
Gave Sanctions For Non-Discussion	Interp.	Teacher Gave Student Not	Congruent	Student Gave Teacher Not		
	F.D.	71	166	74		
Gave Non-Pertinence For Non-Discussion	Interp.	Teacher Gave Student Not	Congruent	Student Gave Teacher Not		
	F.D.	77	166	68		
Gave Maturity For Non-Discussion	Interp.	Teacher Gave Student Not	Congruent	Student Gave Teacher Not		
	F.D.	144	135	32		
# of Issues Discussed in Last Month	Interp.	Teacher Thought More Taught (2 places)	Teacher Thought More Taught (1 place)	Congruent	Student Thought More Taught (1 place)	Student Thought More Taught (2 places)
	F.D.	48	119	109	26	9

Table 1 (Continued)

		Congruence Positions				
	Variable	1	2	3	4	5
Teacher Stance	Interp.	Teacher Thought Selfless Directive (2 places)	Teacher Thought Selfless Directive (1 place)	Congruent	Student Thought Teacher Less Directive (1 place)	Student Thought Teacher Less Directive (2 places)
	F.D.	27	93	108	60	23

TABLE 2

TEACHER/STUDENT CONGRUENCE ON OFFERED TOPICS AS "ISSUES": (N=311 FOR EACH ROW) FREQUENCY DISTRIBUTION OF TOTAL STUDENT SAMPLE ON EACH ISSUE

	CONGRUENCE POSITIONS				
Topic	Teacher Issue (2 places)	Teacher Issue (1 place)	Congruent	Student Issue 1 place	Student Issue 2 place
	1	2	3	4	5
Federal Aid	41	7	191	34	38
Race	8	56	111	107	29
Marriage	33	9	166	31	72
L.S.D.	26	53	99	92	41
Management-Labor	0	41	203	28	39
Communism	23	29	138	82	39
Railroad Baron Era	0	0	274	24	13
Pornography	74	35	96	30	76
Biological Evolution	51	8	172	34	46
Family Planning	78	40	130	26	37
Censorship	18	22	167	53	51
Viet Nam	0	32	128	134	17

TABLE 3

TEACHER/STUDENT CONGRUENCE ON OFFERED ISSUES AS DISCUSSED-NOT DISCUSSED-FREQUENCY DISTRIBUTION OF TOTAL STUDENT SAMPLE N=311 FOR EACH ROW

	CONGRUENCE POSITIONS		
Topic	Teacher Discussed Student Not-Discussed	Congruent	Student Discussed Teacher Not-Discussed
	1	2	3
Federal Aid	128	150	33
Race	94	217	0
Marriage	147	149	15
L.S.D.	95	189	27
Management-Labor	96	176	39
Communism	77	176	58
Railroad Baron Era	0	282	29
Pornography	54	225	32
Biological Evolution	47	234	30
Family Planning	118	158	35
Censorship	74	216	21
Viet Nam	69	238	4

APPENDIX VI

CHI SQUARE DISTRIBUTIONS OF VARIABLES SIGNIFICANT ON INITIAL TESTS

TABLE 1

CHI-SQUARE DISTRIBUTIONS OF SIGNIFICANT STUDENT VARIABLES (INDEPENDENT VARIABLE SET I) OVER FACTOR ONE: "GENERAL APPRECIATION"

VARIABLE	CHI-SQUARE DISTRIBUTION						CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
1. Belief in Student Expression		GENERAL APPRECIATION					19.06	8	.02
	BSE	1	2	3	4	5			
	1	2	11	9	5	3			
	2	19	29	31	15	14			
	3	22	28	36	40	40			
2. Sex		GENERAL APPRECIATION					15.51	4	.01
	Sex	1	2	3	4	5			
	1	20	43	34	32	16			
	2	23	27	42	29	42			
3. Parental Occupation		GENERAL APPRECIATION					20.29	8	.01
	OCC	1	2	3	4	5			
	1	10	6	5	7	3			
	2	22	43	33	21	27			
	3	6	15	26	20	18			

Table 1 (Continued)

VARIABLE	CHI-SQUARE DISTRIBUTION						CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
		GENERAL APPRECIATION							
4. Stance	STANCE	1	2	3	4	5	30.69	12	.01
	1	13	14	27	2	18			
	2	18	28	14	11	8			
	3	4	10	16	15	20			
	4	8	18	21	14	12			
5. Issues "Objectionable"		GENERAL APPRECIATION					19.26	8	.05
	OBJECT	1	2	3	4	5			
	1	20	43	43	24	29			
	2	6	14	19	18	21			
	3	17	13	16	19	8			
6. Grade-Point Average		GENERAL APPRECIATION					16.38	8	.05
	G.P.A.	1	2	3	4	5			
	1	4	6	2	0	6			
	2	20	21	25	30	28			
	3	17	39	44	25	29			

TABLE 2

CHI-SQUARE DISTRIBUTIONS OF SIGNIFICANT STUDENT VARIABLES (INDEPENDENT VARIABLE SET I) OVER FACTOR TWO: "PURPOSIVENESS OF THE CLASS"

<table>
<tr><th>VARIABLE</th><th colspan="6">CHI-SQUARE DISTRIBUTION</th><th>CHI SQ.</th><th>D.F.</th><th>LEVEL OF SIGNIFICANCE</th></tr>
<tr><td rowspan="4">1. Sex</td><td></td><td colspan="5">"PURPOSIVENESS"</td><td rowspan="4">9.68</td><td rowspan="4">4</td><td rowspan="4">.05</td></tr>
<tr><td>Sex</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>1</td><td>22</td><td>25</td><td>40</td><td>40</td><td>19</td></tr>
<tr><td>2</td><td>12</td><td>24</td><td>40</td><td>48</td><td>39</td></tr>
<tr><td rowspan="5">2. Percent of time on issues</td><td></td><td colspan="5">"PURPOSIVENESS"</td><td rowspan="5">16.28</td><td rowspan="5">8</td><td rowspan="5">.05</td></tr>
<tr><td>% Time</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>1</td><td>10</td><td>14</td><td>21</td><td>34</td><td>15</td></tr>
<tr><td>2</td><td>17</td><td>30</td><td>46</td><td>32</td><td>25</td></tr>
<tr><td>3</td><td>7</td><td>6</td><td>12</td><td>22</td><td>19</td></tr>
<tr><td rowspan="4">3. Maturity</td><td></td><td colspan="5">"PURPOSIVENESS"</td><td rowspan="4">9.75</td><td rowspan="4">4</td><td rowspan="4">.05</td></tr>
<tr><td>Maturity</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>1</td><td>24</td><td>41</td><td>62</td><td>77</td><td>54</td></tr>
<tr><td>2</td><td>10</td><td>9</td><td>18</td><td>11</td><td>5</td></tr>
</table>

TABLE 3

CHI-SQUARE DISTRIBUTIONS OF SIGNIFICANT STUDENT VARIABLES (INDEPENDENT VARIABLE SET I) OVER FACTOR THREE: "LOGICAL BENEFITS"

VARIABLE	CHI-SQUARE DISTRIBUTION						CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
		LOGICAL BENEFITS							
	B.S.E.	1	2	3	4	5			
1. Belief in Student Expression	1	3	7	15	5	0	19.65	8	.05
	2	12	26	42	22	7			
	3	17	27	48	42	31			
		LOGICAL BENEFITS							
	BSTV	1	2	3	4	5			
2. Belief in traditional values	1	14	16	20	12	9	21.34	8	.01
	2	13	35	63	37	15			
	3	3	9	21	22	14			

TABLE 4

CHI-SQUARE DISTRIBUTION OF THE SIGNIFICANT VARIABLE (INDEPENDENT VARIABLE SET I) OVER FACTOR FOUR: "MAINTENANCE CLIMATE OF THE CLASS"

VARIABLE	CHI-SQUARE DISTRIBUTION						CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
		LOGICAL BENEFITS							
	SEX	1	2	3	4	5			
SEX	1	16	25	47	45	12	17.27	4	.01
	2	13	22	44	41	43			

TABLE 5

CHI-SQUARE DISTRIBUTIONS OF SIGNIFICANT TEACHER-CLASS VARIABLES RELATED TO FACTOR FOUR: "MAINTENANCE CLIMATE OF THE CLASS"

VARIABLE	CHI SQUARE DISTRIBUTION				CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
1. Percent of Time		CLIMATE			10.43	4	.05
	%	1	2	3			
	1	0	8	3			
	2	3	0	3			
	3	0	0	0			
2. Public-Non-Public School		CLIMATE			12.37	2	.01
	SCHOOL	1	2	3			
	1	0	8	5			
	2	3	0	1			
3. Teacher Sex		CLIMATE			6.56	2	.05
	SEX	1	2	3			
	1	1	8	3			
	2	2	0	3			
4. Marital Status		CLIMATE			9.62	4	.05
	STATUS	1	2	3			
	1	0	6	5			
	2	1	2	0			
	3	2	0	1			
5. Class-Type		CLIMATE			14.46	4	.01
	TYPE	1	2	3			
	1	0	5	2			
	2	0	2	4			
	3	3	1	0			

TABLE 6

CHI-SQUARE DISTRIBUTIONS OF SIGNIFICANT TEACHER-CLASS VARIABLE RELATED TO FACTOR TWO: "PURPOSIVENESS"

VARIABLE	CHI SQUARE DISTRIBUTION				CHI SQ.	D.F.	LEVEL OF SIGNIFICANCE
1. Stance		PURPOSIVENESS			17.54	6	.01
	STANCE	1	2	3			
	1	4	1	0			
	2	0	3	0			
	3	0	2	3			
	4	1	0	3			
2. Community		PURPOSIVENESS			9.51	4	.05
	COMM.	1	2	3			
	1	1	3	0			
	2	4	1	2			
	3	0	2	4			
3. Non-Pertinent Issues (Discussed)		PURPOSIVENESS			9.88	4	.05
	N-P Discussion	1	2	3			
	1	1	4	2			
	2	4	2	1			
	3	0	0	3			

APPENDIX VII

FACTOR I: CHI SQUARE DISTRIBUTIONS OF SIGNIFICANT RELATED CONGRUENCE VARIABLES

TABLE 4

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: BELIEF IN STUDENT EXPRESSION-OVER FACTOR I: "GENERAL APPRECIATION", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
B.S.E.	1	2	3	4	5	Total
Teacher Higher B.S.E.	0	2	7	2	2	13
	7	11	11	8	6	43
Congruent	7	24	30	17	22	101
	15	27	25	25	16	108
Student Higher B.S.E.	15	6	5	9	12	46
Totals	43	70	78	61	58	Student N=311

TABLE 5

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: DEGREE OF CONTROVERSIALITY-OVER FACTOR I: "GENERAL APPRECIATION", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
Degree of Controversiality	1	2	3	4	5	Totals
Teachers More Contro.	2	3	4	2	1	12
	6	23	19	16	13	77
Congruent	15	24	35	27	31	132
	9	9	11	11	13	54
Student More Contro.	11	11	9	5	0	36
Totals	43	70	78	61	58	Student N=311

TABLE 6

CHI SQUARE DISTRIBUTION OF TOPIC: "RACE"-OVER "GENERAL APPRECIATION", FOR TOTAL STUDENT SAMPLE: INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
Race	1	2	3	4	5	Totals
More an Issue to Student	1	5	1	1	0	8
	6	15	17	11	7	56
Congruent	10	15	32	21	31	111
	22	24	21	22	18	107
More an Issue to Teacher	4	10	7	6	2	29
Totals	43	70	78	61	58	Student N=311

TABLE 7

CHI SQUARE DISTRIBUTION OF TOPIC: "CENSORSHIP"-OVER "GENERAL APPRECIATION" FOR TOTAL STUDENT SAMPLE: INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
Censor	1	2	3	4	5	Totals
Issue Student	0	1	2	5	10	18
	3	9	4	5	1	22
Congruent	21	37	44	32	32	167
	13	12	13	8	7	53
Issue Teacher	6	11	15	11	8	51
Totals	43	70	78	61	58	Student N=311

TABLE 8

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "FEDERAL AID"-OVER FACTOR I: "GENERAL APPRECIATION", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
Federal Aid	1	2	3	4	5	Total
Teacher Discussed Student Not	22	31	29	21	24	128
Congruence	15	25	44	33	33	150
Student Discussed Teacher Not	6	14	5	7	1	33
Totals	43	70	78	61	58	Student N=311

TABLE 9

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "L.S.D."-OVER FACTOR I: "GENERAL APPRECIATION", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	General Appreciation					
L.S.D.	1	2	3	4	5	Total
Teacher Discussed Student Not	13	20	32	20	9	95
Congruence	23	44	41	39	42	189
Student Discussed Teacher Not	7	6	5	2	7	27
Totals	43	70	78	61	58	Student N=311

APPENDIX VIII

FACTOR II: CHI SQUARE DISTRIBUTIONS OF SIGNIFICANT RELATED CONGRUENCE VARIABLES

TABLE 1

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: NON-PERTINENT ISSUES (DISCUSSED)-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Non-Pertinent Issues (Discussed)	1	2	3	4	5	Totals
Teacher More Student Less	0	0	1	15	17	33
	9	12	19	21	11	72
Congruent	19	28	41	31	18	137
	6	8	15	12	10	51
Student More Teacher Less	0	2	4	9	3	18
Totals	34	50	80	88	59	Student N=311

TABLE 2

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: HIGHLY-CONTROVERSIAL ISSUES (DISCUSSED)-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Highly Controversial (Disc.)	1	2	3	4	5	Totals
Teacher High Discussion Student Low	1	1	2	12	9	25
	8	7	11	13	4	43
Congruent	10	27	40	39	25	141
	10	7	20	12	10	59
Student-High Discussion Teacher Low	5	8	7	12	11	43
Totals	34	50	80	88	59	Student N=311

TABLE 3

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: NUMBER OF ISSUES DISCUSSED IN LAST MONTH-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Issues Discussed in Last Month	1	2	3	4	5	Totals
	1	2	12	20	13	48
	13	11	31	43	21	119
Congruent	14	23	31	22	19	109
	3	12	2	3	6	26
	3	2	4	0	0	9
Total	34	50	80	88	59	Student N=311

TABLE 4

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: TEACHER STANCE IN ISSUES DISCUSSIONS-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Stance	1	2	3	4	5	Totals
Congruent	1	3	5	10	8	27
	4	12	22	36	19	93
	14	11	29	29	25	108
	11	18	15	9	7	60
	4	6	9	4	0	23
Total	34	50	80	88	59	Student N=311

TABLE 5

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: MATURITY GIVEN AS REASON FOR NON-DISCUSSION-OVER FACTOR II: "PURPOSIVENESS OF CLASS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Maturity Given	1	2	3	4	5	Totals
Teacher Gave Student Not	16	28	40	43	17	144
Congruent	10	14	31	40	40	135
Student Gave Teacher Not	8	8	9	5	2	32
Totals	34	50	80	88	59	Student N=311

TABLE 6

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: NON-PERTINENCE GIVEN AS REASON FOR NON-DISCUSSION-OVER FACTOR II: "PURPOSIVENESS OF CLASS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Non-Pertinence Given	1	2	3	4	5	Totals
Teacher Gave Student Not	7	10	16	23	21	77
Congruent	26	33	42	42	23	166
Student Gave Teacher Not	1	7	22	23	15	68
Totals	34	50	80	88	59	Student N=311

TABLE 7

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE ISSUES "OTHER" (DISCUSSED)-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Issues (Other) Discussed	1	2	3	4	5	Totals
Teacher (More Discussed)	10	17	25	24	6	82
	7	4	16	14	4	45
Congruent	7	13	24	28	27	99
	1	7	7	12	10	37
Student (More Discussed)	9	9	8	10	12	48
Total	34	50	80	88	59	Student N=311

TABLE 8

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: NON-DISCUSSION ISSUES (OTHER REASON THAN NON-PERTINENCE)-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Issues (Other Reasons Given)	1	2	3	4	5	Totals
Teacher More Issues	4	10	20	23	4	61
	13	11	20	17	5	66
Congruent	6	12	25	23	28	94
	4	11	8	12	14	49
Student More Issues	7	6	7	13	8	41
Total	34	50	80	88	59	Student N=311

TABLE 9

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: DEGREE OF CONTROVERSIALITY IN PERCEPTION OF ISSUES-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposive of Class					
Perception of Issues as Controversial	1	2	3	4	5	Totals
Teacher More Controversial	3	1	0	6	2	12
	5	12	23	24	13	77
Congruent	8	19	36	41	28	132
	10	11	15	7	11	54
Student More Controversial	8	7	6	10	5	36
Totals	34	50	80	88	59	Student N=311

TABLE 10

CHI SQUARE DISTRIBUTIONS OF STUDENT SAMPLE ON TOPIC: "MARRIAGE"-OVER FACTOR II: "PURPOSIVENESS OF THE CLASS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH THE TEACHER

	Purposiveness of Class					
Marriage	1	2	3	4	5	Totals
Teacher "Issue" Student Not	7	10	10	6	9	33
	2	3	3	1	0	9
Congruence	14	22	40	49	41	166
	3	8	4	11	5	31
Student "Issue" Teacher Not	8	7	23	21	13	72
Totals	34	50	80	88	59	Student N=311

TABLE 11

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "PORNOGRAPHY"-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Pornography	1	2	3	4	5	Totals
Teacher "Issue" Student Not	3	7	25	28	11	74
	1	2	6	17	9	35
Congruence	14	19	20	20	23	96
	6	5	10	5	4	30
Student "Issue" Teacher Not	10	17	19	8	12	76
Totals	34	50	80	88	59	Student N=311

TABLE 12

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "FAMILY PLANNING"-OVER FACTOR II: "PURPOSIVENESS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Family Planning	1	2	3	4	5	Total
Teacher "Issue" Student Not	5	14	26	27	6	78
	5	4	6	9	16	40
Congruence	15	23	33	34	25	130
	2	3	6	11	4	26
Student "Issue" Teacher Not	7	6	9	7	8	37
Total	34	50	80	88	59	Student N=311

TABLE 13

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC "L.S.D." OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of the Class					
L.S.D.	1	2	3	4	5	Totals
Teacher Discussed Student Not	12	9	17	35	22	95
Congruent	18	36	57	50	28	189
Student Discussed Teacher Not	4	5	6	3	9	27
Totals	34	50	80	88	59	Student N=311

TABLE 14

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "PORNOGRAPHY"-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Pornography	1	2	3	4	5	Total
Teacher Discussed Student Not	2	3	15	19	15	54
Congruent	27	39	57	63	39	225
Student Discussed Teacher Not	5	8	8	6	5	32
Totals	34	50	80	88	59	Student N=311

TABLE 15

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "FAMILY PLANNING"-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Family Planning	1	2	3	4	5	Totals
Teacher Discussed Student Not	15	15	23	40	25	118
Congruent	12	27	47	41	31	158
Student Discussed Teacher Not	7	8	10	7	3	35
Totals	34	50	80	88	59	Student N=311

TABLE 14

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "PORNOGRAPHY"-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Pornography	1	2	3	4	5	Total
Teacher Discussed Student Not	2	3	15	19	15	54
Congruent	27	39	57	63	39	225
Student Discussed Teacher Not	5	8	8	6	5	32
Totals	34	50	80	88	59	Student N=311

TABLE 15

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC:
"FAMILY PLANNING"-OVER FACTOR II: "PURPOSIVENESS",
INDICATING DIRECTION OF
CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Family Planning	1	2	3	4	5	Totals
Teacher Discussed Student Not	15	15	23	40	25	118
Congruent	12	27	47	41	31	158
Student Discussed Teacher Not	7	8	10	7	3	35
Totals	34	50	80	88	59	Student N=311

TABLE 16

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "CENSORSHIP"-OVER FACTOR II: "PURPOSIVENESS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Purposiveness of Class					
Censorship	1	2	3	4	5	Totals
Teacher Discussed Student Not	2	6	26	29	11	74
Congruent	31	41	49	51	44	216
Student Discussed Teacher Not	1	3	5	8	4	21
Totals	34	50	80	88	59	Student N=311

APPENDIX IX

FACTOR III: CHI SQUARE DISTRIBUTIONS OF SIGNIFICANTLY RELATED CONGRUENCE VARIABLES

TABLE 4

CHI SQUARE DISTRIBUTION OF VARIABLES: BELIEF IN STUDENT EXPRESSION-OVER "CRITICAL THINKING SKILLS", FOR TOTAL STUDENT SAMPLE, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Critical Thinking Skills					
B.S.T.V.	1	2	3	4	5	Totals
Teacher High BSTV Student Low	4	0	4	1	2	13
	9	9	8	12	4	43
Congruent	8	20	26	20	10	101
	10	27	57	24	14	108
Student High BSTV Teacher Low	3	5	10	15	8	46
Totals	34	61	105	72	38	Student N=311

TABLE 5

CHI SQUARE DISTRIBUTION OF VARIABLES: REASONS FOR NON DISCUSSION (OTHER THAN PERTINENCE)- OVER "CRITICAL THINKING SKILLS", FOR TOTAL STUDENT SAMPLE, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Critical Thinking Skills					
# of Issue Non-Discussion (Other Than Pertinence)	1	2	3	4	5	Totals
Teacher More Issues Than Student	2	9	24	19	6	61
	3	15	28	12	8	66
Congruence	14	15	29	24	12	94
	5	10	13	13	8	49
Student More Issues Than Teacher	10	12	11	4	4	41
Totals	34	61	105	72	38	Student N=311

TABLE 6

CHI SQUARE DISTRIBUTION OF VARIABLE: SANCTIONS-OVER "CRITICAL THINKING SKILLS", FOR TOTAL STUDENT SAMPLE, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH THE TEACHER

	Critical Thinking Skills					
Sanctions	1	2	3	4	5	Totals
Teacher Gave Student Did Not	1	12	35	17	6	71
Congruent	22	29	47	43	24	166
Student Gave Teacher Did Not	11	20	23	12	8	74
Totals	34	61	105	72	38	Student N=311

TABLE 7

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "BIOLOGICAL EVOLUTION"-OVER FACTOR III: "CRITICAL THINKING SKILLS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	"Critical Thinking Skills"					
Bio. Evolution	1	2	3	4	5	Totals
Discussed (teacher) Non Discussed (Student)	1	8	24	11	3	47
Congruent	30	51	68	55	29	234
Discussed (Student) Non Discussed (Teacher)	3	2	13	6	6	30
Totals	34	61	105	72	38	Student N=311

TABLE 8

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "CENSORSHIP"-OVER FACTOR III: "CRITICAL THINKING SKILLS", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	"Critical Thinking Skills"					
Censorship	1	2	3	4	5	Totals
Discussed (Teacher) Not Discussed (Student)	4	16	33	14	7	74
Congruent	26	43	63	57	26	216
Discussed (Student) Not Discussed (Teacher)	4	2	9	1	5	21
Totals	34	61	105	72	38	Student N=311

TABLE 9

CHI SQUARE DISTRIBUTIONS OF STUDENT SAMPLE ON TOPIC: "COMMUNISM"-OVER FACTOR III: "CRITICAL THINKING SKILLS", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

Student N=311	Critical Thinking Skills					
Communism	1	2	3	4	5	Totals
Issue to Teacher Not to Student	1	1	19	2	0	23
	1	6	8	11	3	29
Congruence	17	27	42	34	17	138
	12	17	24	18	11	82
Issue to Student Not to Teacher	3	10	12	7	7	39
Totals	34	61	105	72	38	Student N=311

TABLE 10

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "CENSORSHIP"-OVER FACTOR III: "CRITICAL THINKING", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Critical Thinking Skills					
Censorship	1	2	3	4	5	Total
Issue to Teacher Not to Students	0	1	13	4	0	18
	1	2	11	7	1	22
Congruence	16	35	52	35	28	167
	10	10	15	14	4	53
Issue to Student Not to Teacher	7	13	14	12	5	51
Totals	34	61	105	72	38	Student N=311

APPENDIX X

FACTOR IV: CHI SQUARE DISTRIBUTIONS OF SIGNIFICANTLY RELATED CONGRUENCE VARIABLES

TABLE 4

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON VARIABLE: SANCTIONS-OVER FACTOR IV: "MAINTENANCE CLIMATE", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Sanctions	1	2	3	4	5	Totals
Teacher Gave-Student Did Not	0	12	27	25	7	71
Congruent	1	20	42	42	34	166
Student Gave Teacher Did Not	9	8	24	19	14	74
Totals	29	47	93	86	55	Student N=311

TABLE 5

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "RACE"-OVER FACTOR IV: "MAINTENANCE CLIMATE", INDICATING THE DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Race	1	2	3	4	5	Totals
Teacher "Issue" Student Not	0	2	5	1	0	8
	2	11	19	14	10	56
Congruent	17	14	21	31	27	111
	8	15	40	28	16	107
Student "Issue" Teacher Not	2	5	8	12	2	29
Totals	29	47	93	86	55	Student N=311

TABLE 6

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "FAMILY PLANNING"-OVER FACTOR IV: MAINTENANCE CLIMATE, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Family Planning	1	2	3	4	5	Totals
Teacher "Issue" Student Not	3	11	32	27	5	78
	3	5	8	7	17	40
Congruent	19	23	32	34	21	130
	1	2	10	7	6	26
Student "Issue" Teacher Not	3	6	11	11	6	37
Totals	29	47	93	86	55	Student N=311

TABLE 7

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "CENSORSHIP"-OVER FACTOR IV: "MAINTENANCE CLIMATE", INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Censorship	1	2	3	4	5	Totals
Teacher "Issue" Student Not	1	0	6	10	1	18
	0	3	11	5	3	22
Congruent	19	29	41	46	31	167
	5	10	16	8	14	53
Student "Issue" Teacher Not	4	5	19	17	6	51
Totals	29	47	93	86	55	Student N=311

TABLE 8

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "CENSORSHIP" OVER FACTOR IV: "MAINTENANCE CLIMATE" OF THE CLASS, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH THE TEACHER

	Maintenance Climate					
Censorship	1	2	3	4	5	Totals
Teacher Discussed Student Not	6	8	29	27	4	74
Congruent	19	36	62	53	45	216
Student Discussed Teacher Not	4	3	2	6	6	21
Totals	29	47	93	86	55	Student N=311

TABLE 9

CHI SQUARE DISTRIBUTIONS OF STUDENT SAMPLE ON TOPIC "FAMILY PLANNING" OVER FACTOR IV: "MAINTENANCE CLIMATE" OF THE CLASS, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Family Planning	1	2	3	4	5	Totals
Teacher Discussed Student Not	19	19	29	35	16	118
Congruent	9	19	55	44	31	158
Student Discussed Teacher Not	1	9	9	7	8	35
Totals	29	47	93	86	55	Student N=311

TABLE 10

CHI SQUARE DISTRIBUTION OF STUDENT SAMPLE ON TOPIC: "MARRIAGE" OVER FACTOR IV: MAINTENANCE CLIMATE OF CLASS, INDICATING DIRECTION OF CONGRUENCE/NON-CONGRUENCE WITH TEACHER

	Maintenance Climate					
Marriage	1	2	3	4	5	Totals
Teacher Discussed Student Not	16	16	44	51	20	147
Congruent	11	26	49	31	31	149
Student Discussed Teacher Not	2	5	0	4	4	15
Totals	29	47	93	86	55	Student N=311

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